

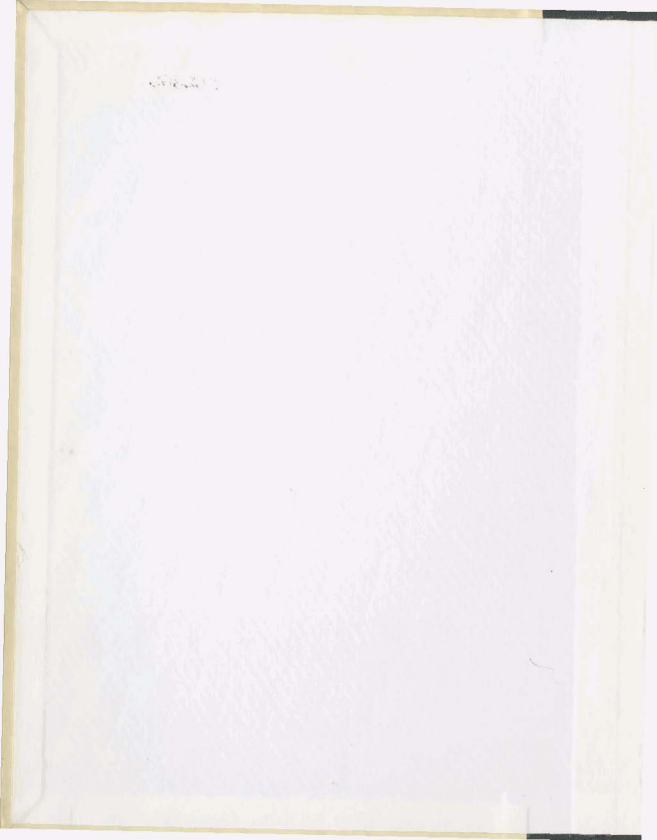
THE PUPIL CONTROL IDEOLOGY OF SCHOOL TEACHERS IN  
HARLOW, ENGLAND: AN ANALYSIS OF THE RELATIONSHIPS  
BETWEEN TEACHERS' PUPIL CONTROL IDEOLOGY AND CERTAIN  
PERSONAL AND SITUATIONAL FACTORS

CENTRE FOR NEWFOUNDLAND STUDIES

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MELVIN M. REGULAR



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THE PUPIL CONTROL IDEOLOGY OF SCHOOL TEACHERS IN HARLOW, ENGLAND:  
AN ANALYSIS OF THE RELATIONSHIPS BETWEEN TEACHERS'  
PUPIL CONTROL IDEOLOGY AND CERTAIN  
PERSONAL AND SITUATIONAL FACTORS

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A Thesis  
Presented to  
the Faculty of Education  
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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Melvin M. Regular  
August 1973



To Karen and Ken

## ABSTRACT

The basic purpose of this study was to measure the attitudes of teachers toward pupil control (pupil control ideology) and to show the relationships between their attitudes and selected personal and situational factors. The underlying assumptions were: (a) a teacher's pupil control ideology can be measured, and (b) a teacher's pupil control ideology has considerable influence upon behavior, (performance).

Pupil control ideology was conceptualized as a continuum, ranging from extreme "custodialism" to extreme "humanism." A custodial ideology stressed the maintenance of order and traditional authoritarianism; a humanistic ideology emphasized the psychological and sociological bases of learning and behavior.

The relationships between the dependent variable, Pupil Control Ideology, and nine other selected independent variables -- age, total teaching experience, sex, age level of students taught, hierarchical position in the school, length of training, marital status, years of administrative experience and subject taught -- were examined.

The population chosen for the study consisted of all the full-time and part-time personnel (excluding non-professional staff) in the Comprehensive Schools in Harlow, England. Teachers were asked to complete a four-page questionnaire (Personal Data Sheet and PCI Form) which solicited their personal opinions on twenty statements about schools, teachers and pupils by choosing one of five possible answers: A -- strongly agree, B -- agree, C -- undecided, D -- disagree and E -- strongly disagree.

In quantifying the answers 5 points were given to A, 4 to B, 3 to C, 2 to D and 1 to E. Statements five and thirteen were scored in the opposite direction. On this basis an extremely "custodialistic" respondent could receive a maximum score of 100 while an extremely "humanistic" respondent could receive a minimum score of 20. The "average" score theoretically would be 60.

Of the 503 teachers in the population, 326 completed a questionnaire. The range in individual PCI scores was from a low of 25 to a high of 87. The mean for all teachers responding was 57.9.

The personal and situational variables were related to teachers' pupil control ideology by means of Analysis of Variance, t-tests, the Scheffé Multiple Comparison of Means Test and the Pearson Product-Moment Correlation Coefficient. The effects of intervening variables were controlled for by Covariance and Partial Correlation. Finally, comparisons of the study's findings were made with those reported in other research.

Subject taught was the variable most strongly related to teachers' pupil control ideology; teachers of "academic" subjects were significantly more humanistic in their pupil control attitudes than teachers of "practical" subjects. In the case of the variables hierarchical position in the school and length of training, though not significant, the results were in the expected direction. The existence of relationships between variables was accepted at the .05 level of confidence.

The results suggest that: (1) other factors, not considered in this study, may account for the range in teachers' pupil control attitudes, (2) type of training may be more closely related to pupil control ideology than length of training, and (3) the degree of responsibility to superiors and parents for the safety of pupils and equipment is directly related to custodial attitudes on the part of teachers.

#### ACKNOWLEDGMENTS

I sincerely thank Dr. G. L. Parsons, my thesis advisor, for his guidance and help during the study. I also wish to express gratitude to the faculty members and graduate students in the Department of Educational Administration for their advice and assistance.

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## CHAPTER I

### INTRODUCTION

#### Background

The general concern of this study is that of pupil control in public educational organizations. More specifically, the study looks at the pupil control ideology of educators as an aspect of pupil control.

Comparatively recent studies of the public school have revealed the fact that pupil control is one of the most salient features of the school culture.<sup>1</sup> This finding is consistent with Carlson's description of the public school as a service organization which, because education is compulsory, has no control over the admission of clients (pupils) and the clients do not participate voluntarily in the organization.<sup>2</sup> It seems likely, therefore, that certain pupils, having no choice in terms of their participation in school and no real desire for its services, react by contributing to control problems.

Etzioni classified and compared organizations by the control or

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<sup>1</sup> Donald J. Willower and Ronald G. Jones, "When Pupil Control Becomes an Institutional Theme," Phi Delta Kappan, XLV, No. 2 (1963), pp. 107-109.

<sup>2</sup> Richard O. Carlson, "Environmental Constraints and Organizational Consequences: The Public School and Its Clients," Behavioral Science and Educational Administration, (ed.), Daniel E. Griffiths, Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago: NSSE, 1964), pp. 262-276.

types of compliance which they utilize.<sup>3</sup> He ordered organizations according to their predominant compliance pattern as coercive, utilitarian, or normative organizations.<sup>4</sup> Public schools are characterized as normative organizations which employ normative controls, with coercion as a secondary source of compliance.<sup>5</sup> These normative controls are based on appeals to the moral commitments of the student, including manipulation of prestige symbols, e.g., grades; scolding and sarcasm; "talks" with the principal; and similar means.<sup>6</sup>

Blau also classified and compared organizations.<sup>7</sup> Instead of basing his comparisons on the type of control employed, however, Blau used the criterion, "who benefits?"<sup>8</sup> Nevertheless, his observations on the school as a formal organization support those expressed by Carlson and Etzioni. He pinpointed the unique relationship<sup>9</sup> between pupils and teachers (unselected, involuntary pupils and voluntary teachers) as an area for potential conflict necessitating an increased emphasis on pupil control. This emphasis may become so strong as to impede rather than facilitate

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<sup>3</sup> Amitoi Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, Inc., 1961).

<sup>4</sup> Ibid., pp. 23-88.

<sup>5</sup> Ibid., p. 45.

<sup>6</sup> Ibid.

<sup>7</sup> Peter M. Blau and Richard W. Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962).

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

3,  
learning.

Waller, in his classic sociological study of the school, Sociology of Teaching (1932), highlighted the conflict between control and learning by succinctly describing the basic dilemma for teachers. He described it this way:

Motivation to learn . . . is very largely a product of a close, warm relation between teacher and student. Compliance may produce little intrinsic learning and a good deal of internal resistance among student.<sup>10</sup>

In a recent observational study of one junior high school, Willower and Jones viewed the school as a social system. They found pupil control problems to be a factor affecting teacher-teacher, teacher-counselor and teacher-administrator relationships.<sup>11</sup>

To even the most casual observer it is apparent that teachers employ varying techniques in an effort to control the behavior of pupils. Some respond by instituting policies that include voluminous rules and procedures, which when coupled with a detached, formal approach, result in a highly structured, impersonal environment. Other teachers control behavior by establishing a friendly atmosphere that encourages close interpersonal relationships, individuality, flexibility, communication and the development of responsible behavior.

The mere profusion of educational literature devoted to "discipline" attests to the importance of pupil control as an ingredient of the school culture. Yet, in spite of this proliferation of written material, very

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<sup>10</sup>C. Bidwell, "The School as a Formal Organization," Handbook of Organizations, (ed.) James S. March (Chicago: Rand McNally & Co., 1965), p. 979.

<sup>11</sup>Willower and Jones, op. cit., pp. 107-109.

little scientific evidence appears to be available on the subject.<sup>12</sup> The studies that have been done, "for the most part, have been concerned with identifying or prescribing techniques that contribute to effective pupil control."<sup>13</sup> Comparatively little has been done in terms of how teachers perceive pupil control (control ideology) and how this perception is influenced by such personal and social factors as age, sex, education, position and age of students taught. A study of pupil control from this perspective would seem to be particularly valuable in arriving at a more comprehensive understanding of the pupil control ideology of professional personnel in public schools.

#### Statement of the Problem

The purpose of this study is to measure the attitudes of professional educators relative to pupil control (pupil control ideology) and to show the relationships between their attitudes and such school and teacher variables as: age, teaching experience, position and length of teacher training.

Specifically, the following six hypotheses were tested:

- (H<sub>1</sub>) The pupil control ideology of older teachers is significantly more custodial than the pupil control ideology of younger teachers.
- (H<sub>2</sub>) The pupil control ideology of more experienced teachers is significantly more custodial than the pupil control ideology of less

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<sup>12</sup> Terry Lee Eidell, "The Development and Test of a Measure of Public School Professional Staff Members" (Unpublished Ed. D. dissertation, The Pennsylvania State University, 1965), p. 1.

<sup>13</sup> Edward John Leppert, "Pupil Control Ideology and Teacher Personality" (Unpublished Doctoral thesis, New Jersey: Rutgers University, 1971), p. 3.

experienced teachers.

- (H<sub>3</sub>) The pupil control ideology of male teachers is significantly more custodial than the pupil control ideology of female teachers.
- (H<sub>4</sub>) The pupil control ideology of teachers teaching older students is significantly more custodial than the pupil control ideology of teachers teaching younger students.
- (H<sub>5</sub>) The pupil control ideology of teachers is significantly more custodial than the pupil control ideology of administrators.
- (H<sub>6</sub>) The pupil control ideology of teachers varies with length of training.

#### Significance of the Study

Sociologists and anthropologists have portrayed social systems as integrative and unified wholes. The research by Willower and his colleagues report pupil control as an integrative concept of value in the study of schools.<sup>14</sup> Therefore, pupil control ideology appears to be a useful concept for viewing the ever-present problem of pupil control. The need for further research has been cited by Willower.<sup>15</sup> Willower and Jones noted this limitation in their study: "We have only scratched the surface: Further studies which focus on pupil control in schools are needed to reveal other useful integrative concepts."<sup>16</sup> Willower also cited the need

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<sup>14</sup> Donald J. Willower and Ronald G. Jones, "Control in an Educational Organization," Studying Teaching, (ed.) J. D. Rath, et al. (Englewood Cliffs: Prentice-Hall Inc., 1967), pp. 424-428.

<sup>15</sup> Donald J. Willower, "Hypotheses on the School as a Social System," Educational Administration Quarterly, I (Autumn, 1965), pp. 40-51.

<sup>16</sup> Willower and Jones, op. cit., p. 109.



for studies of socialization in other populations that might shed light on the appropriateness of applying the terms 'custodialistic' and 'humanistic' to various groups.<sup>17</sup>

According to Eidel, the way in which organizational role incumbents perform is determined by personal and social factors.<sup>18</sup> He also refers to

Abbott as citing the importance of ideology as an intervening variable in mediating a person's expectations for his role.<sup>19</sup> It seems, therefore, that a teacher's attitudes toward pupils and their control (pupil control ideology) helps determine his/her behavior. Consequently, a study of the pupil control ideology of professional teachers is necessary to help

understand and explain teacher behavior.

Determination of the pupil control orientations of professional

educators would also seem to have importance to: (1) practitioners, in terms of planning strategies for facilitating commitment to the schools on the part of pupils; (2) professors of education, in terms of preparing student teachers for initiation into teacher sub-cultures; and (3) school supervisors, in terms of helping professionals adopt new attitudes and to change existing ones.

#### Definition of Terms

Ideology refers to a set of opinions, beliefs and values which provide a guide to actions.

<sup>17</sup> Donald J. Willower, "Schools as Organizations: Some Illustrated Strategies for Educational Research and Practice, Journal of Educational Administration, VII (October, 1969), p. 125.

<sup>18</sup> Eidel, op. cit., p. 6.

<sup>19</sup> Ibid.

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Gilbert and Levinson define the term functionally by noting that:

... conceptually, we may say that one function of ideology is to give structure to behavior, that is, to define the situation and provide an internal guide to action. In addition, one would expect to find some consistency between an individual's ideology and his actions, since both ideology and action are likely to reflect more central values, traits and dispositions.<sup>20</sup>

Social System refers to a group of people forming an integrated whole. Homans defines it as:

the activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active.<sup>21</sup>

Getzels conceives of the social system as comprised of aspirations (roles and expectations for goal fulfillment) and individuals (personality and need dispositions) the interactions of which are observed as social behavior.<sup>22</sup> For the purposes of this study, the school is similarly viewed as a social system in which the interactions of teachers, students and administrators take place within an integrated structure.

Social Control is the process by which order is established and maintained.<sup>23</sup>

Pupil Control is a particular form of social control found in educational organizations. Willower elaborates on control in this way:

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<sup>20</sup> Doris C. Gilbert and Daniel J. Levinson, "Role Performance, Ideology and Personality in Mental Hospital Aides," The Patient and the Mental Hospital, (ed.), Milton Greenblatt, et al. (Glencoe, Illinois: The Free Press, 1956), p. 204.

<sup>21</sup> George C. Homans, The Human Group (New York: Harbourt, Brace and World, Inc., 1950), p. 87.

<sup>22</sup> Eidell, op. cit., p. 8.

<sup>23</sup> Paul H. Landis, Social Control (New York: Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1956), p. 7.

Control implies requirements for behavior and restraints upon behavior and it is an essential ingredient of group life. In formal organizations, such requirements and restraints may take the form of rules and regulations.<sup>24</sup>

Pupil Control Ideology refers to "the attitudes of organizational role incumbents toward subordinates (clients), and the control of subordinates' behavior."<sup>25</sup>

Operationally defined, 'pupil control ideology' is the individual score on an attitude instrument where the individual scores a number of items on a continuum . . . with 'custodial ideology' at the one polar extreme and with 'humanistic' ideology at the other.<sup>26</sup>

Role refers to a set of expectations oriented toward people who occupy a certain 'position' in a social system or group.<sup>27</sup>

An individual who occupies a position (status) is said to be a role incumbent. The behavior of a role incumbent is referred to as his role performance. Role expectations, the obligations assigned to a given position, are the "institutional" controls over role performance. "Personal" factors, determined by the personality of the incumbent, are also determinants of role performance.<sup>28</sup>

Custodialism is an ideological orientation of teachers toward pupils and pupil control. "A custodial pupil control ideology emphasizes the maintenance of order; distrust of students; and a punitive, moralistic

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<sup>24</sup>Willower, op. cit., pp. 40-51.

<sup>25</sup>Eidell, op. cit., p. 7.

<sup>26</sup>Llewellyn Parsons, "Pupil Control Ideology of Teachers-in-Training, Student and In Service Teachers in Socio-Psychological Setting" (Unpublished paper).

<sup>27</sup>Ibid., p. 9.

<sup>28</sup>Ibid.

orientation toward pupil control."<sup>29</sup>

Humanism refers to an ideological orientation of teachers toward pupils and pupil control which is directly opposed to custodialism. Hoy says:

It indicates an orientation which stresses the importance of the individuality of each student and a creation of an atmosphere to meet the wide range of student needs. A humanistic pupil control ideology is marked by an accepting view of students and confidence in their ability to be self-disciplining and responsible.<sup>30</sup>

The Custodialistic Teacher is a teacher who scores high on a pupil control ideology instrument of Likert-type items with ratings on a custodialism-humanism continuum from 5 to 1.<sup>31</sup>

The Humanistic Teacher is a teacher who scores low on a pupil control ideology instrument of Likert-type items with ratings on a custodialism-humanism continuum from 5 to 1.<sup>32</sup>

The Comprehensive School is a school which provides for all children, between the ages of eleven and eighteen years, from a given geographic area. It offers a wide range of programs in order to suit the different abilities and interests of the pupils, regardless of their socioeconomic background.<sup>33</sup>

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<sup>29</sup> Wayne K. Hoy, "Pupil Control Ideology and Organizational Socialization: A Further Examination of the Influence of Experience on the Beginning Teacher," The School Review, LXXVII, Numbers 3-4 (September-December, 1969), p. 258.

<sup>30</sup> Ibid.

<sup>31</sup> Parsons, op. cit.

<sup>32</sup> Ibid.

<sup>33</sup> Raymond Bell, "A Comparison of Attitudes of Teachers in Urban Comprehensive Secondary Schools of England and Pennsylvania (Unpublished doctoral thesis, Bethlehem, Pennsylvania: Lehigh University, 1971), pp. 8-9.

### Research Area, Assumptions and Limitations

This study focused on ideology rather than behavior. The underlying assumptions are: (a) a teacher's pupil control ideology can be measured, and (b) a teacher's pupil control ideology has considerable influence upon his or her behavior, (performance).

A number of hypotheses relating control ideology to some relevant school and teacher variables were tested. The results obtained, however, must be interpreted only in relation to the population sampled. No attempt was made to establish causal relationships but rather to show the pupil control ideologies of certain teachers and the relationships which exist between their ideologies and certain school and teacher variables.

### Summary

This chapter provided a description of the background for this study; a statement of the problem, including the hypotheses; a discussion of the significance of the study; definitions for the basic terms: ideology, social system, pupil control, pupil control ideology, role, custodialism, humanism, the custodialistic teacher, the humanistic teacher, and the comprehensive school; and finally, a statement of the research area, assumptions and limitations of this study.

The next chapter presents a review of related literature with a theoretical framework and rationale for the hypotheses. The ensuing chapters describe the research procedures and methodology, and the statistical analyses of data. The implications of the findings of this study are included in the final chapter.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The attitudes of teachers toward pupil control, referred to as pupil control ideology, is the concept of central importance in this study. A better understanding of: (a) the relationship between ideology and behavior as well as (b) the nature of the "pupil-school" relationships, was considered necessary in order to provide a background to the study. A review of the related literature helped to clarify these concepts and provided empirical evidence that a person's control ideology is closely related to various situational and personal factors. The theoretical framework for this investigation along with a rationale for each hypothesis were also developed from the review.

#### Ideology

Social pressures are considered to be the prime determinants of individual ideology by some social scientists. Punke, for example, states that ideology and social values are closely related and he provides a description of the evolution of individual ideology as a result of social system pressures.<sup>1</sup> There are others who cite the neglect to consider the part played by personality as a serious limitation of this (systems)

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<sup>1</sup>Harold H. Punke, "Ideology in Business Education," Journal of Business Education, LXII, No. 5 (1967), p. 326.

approach. Gilbert and Levinson attribute the likelihood of ideological variability among members of any system to personality characteristics.<sup>2</sup>

Studies conducted in recent years, which are reviewed later in this chapter, have shown that ideology is related to various situational and personal factors. An investigation of some of these factors is the thrust of this study and one of its basic assumptions is that ideology has considerable influence upon behavior (performance).

The literature seems to support such a relationship between ideology and behavior. Arian, in an article dealing with this relationship, concluded:

It is apparent that ideology is important in human affairs. These preliminary findings indicate that it is not the material conditions of existence (or our perceptions of them) which primarily determine our ideas. Rather, it is suggested that our ideas tend to influence our perceptions of reality and our behavior as well.<sup>3</sup>

A study of mental hospital aides, conducted by Gilbert and Levinson, indicated a congruency between their ideologies and their performance.<sup>4</sup>

Closé scrutiny of ideology and behavior indicates, however, that the relationship between the two is not as simple as it appears at first. Gilbert and Levinson dealt with this point too, pointing out that "not all individuals 'live by' their opinions and beliefs . . . severe rôle restrictions and lack of opportunities may prevent or modify the behavioral

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<sup>2</sup>Doris C. Gilbert and Daniel J. Levinson, "Custodialism and Humanism in Mental Hospital Structure and in Staff Ideology," The Patient and the Mental Hospital, (ed.) Milton Greenblatt, et al (Glencoe, Illinois: The Free Press, 1967), p. 28.

<sup>3</sup>Alan Arian, "The Role of Ideology in Determining Behavior," The Sociological Review, XV, No. 3 (1970), p. 47.

<sup>4</sup>Gilbert and Levinson, op. cit., p. 205.

expression of many ideological convictions."<sup>5</sup>

Willower related this point to the public school setting:

While a correspondence between ideology and behavior can reasonably be expected in a free situation, it cannot be assumed in a formal organizational setting. Hierarchical relationships, rules, sanctions and pressures from groups both within and outside the organization intervene. Foremost among these for public school personnel are the pressures created by the necessity to "educate" large numbers of unselected clients, the demands of the faculty peer group . . . and the vulnerability of the school in political terms. These conjoined with the difficulty of assessing the effectiveness of schools in a compelling way, are apt to lead to systematic discrepancies in the public school.<sup>6</sup>

The relationship between ideology and behavior is rather complex but since, "ideology in a real sense points to potential performance in which the player and part are not mismatched;"<sup>7</sup> we can assume that a relationship between the two does exist, albeit an imperfect one.

#### The School and Pupil Control

Bidwell draws attention to the nature of a pupil's relationship with the school and the possibility for conflict that exists:

Young persons are compelled to enter school systems simply because of their placement in certain age groups. . . . Furthermore, since students are to be socialized into adult life, the central activities of this role are not directly relevant to the immediate interests or lives of its incumbents: From the point of view of the student, participation in these activities is likely to be foreign to his own preferences, yet he cannot opt for or against participation. From the point of view of the school system, it cannot selectively recruit its clientele; educational services more often than not must be provided to student clients who do not desire them. . . . Staff

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<sup>5</sup> Ibid.

<sup>6</sup> Willower, op. cit., p. 122.

<sup>7</sup> Ibid.



members, on the other hand, enter their roles voluntarily on the basis of prior performance. . . . To the incumbents of these roles, the school system offers incentives, at least a salary, in return for contributions of trained experience.<sup>8</sup>

Carlson viewed the school in a similar way. He stressed the similarity of schools, mental hospitals and prisons in that they have no control over the selection of their clients and the clients have no control over their own participation. These kinds of service organizations Carlson termed "domestic" because, like domesticated animals, they are cared for (kept) and need not go out of business.<sup>9</sup> Since neither the school nor the pupils have control over admission, it is expected that conflict will occur.

With reference to the same type of institutions dealt with by Carlson, Street used the description, "people-changing organizations."<sup>10</sup> This concept emphasizes the variability and unpredictability of results (varying degrees of success) obtained when working with human beings because, unlike other products, people cannot be uniformly processed. Consequently, the exercise of control over unselected clients for the purpose of uniformly modifying their behavior, may itself contribute to control problems.

Etzioni envisioned the school as being primarily a normative organization, but he admitted that pupils are initially coerced into

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<sup>8</sup> Charles E. Bidwell, as quoted in Edward John Leppert, "Pupil Control Ideology and Personality" (Doctoral thesis, New Jersey: Rutgers University, 1971), p. 29.

<sup>9</sup> Carlson, op. cit., p. 266.

<sup>10</sup> David Street, Robert D. Vinter and Charles Perrow, as quoted in Donald J. Willower, Terry Lee Eidell and Wayne K. Hoy, "Custodialism and the Secondary School," The High School Journal, LII (January, 1969), pp. 182-191.

attending school. Socialization, he maintained, converts more participants to accept a normative compliance pattern, but certain incumbents rebel.<sup>11</sup>

Hoy also drew attention to the fact that schools are normative organizations, as Etzioni suggested,<sup>12</sup> rather than coercive organizations such as mental hospitals and prisons. He cautioned that when comparing these three institutions one should remember that mental hospitals and prisons are "total institutions," because their inmates live in the institution, while schools are not.<sup>12</sup>

There are, nevertheless, striking similarities among the institutions mentioned by Carlson, particularly with respect to the mechanisms used to facilitate control. Willower points out that:

prisons have units of maximum security and solitary confinement; mental hospitals have their back wards and schools, the office, detention and even especially separated classes and schools.<sup>13</sup>

One study conducted by Willower and Jones in a large junior high school seems to support this emphasis on control in schools. They found concern about pupil control to be, "a thread running through the cultural fabric of the school, influencing norms, relations and various faculty behavior."<sup>14</sup> The need to make schools more attractive to students has been cited by many writers.

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<sup>11</sup> Etzioni; op. cit., pp. 151-174.

<sup>12</sup> Wayne K. Hoy, "The Influence of Experience on the Beginning Teacher," The School Review, LXXVIII (1968), p. 313.

<sup>13</sup> Donald J. Willower, Terry Lee Eidell and Wayne K. Hoy, "Custodialism and the Secondary School," The High School Journal, Vol. 52, No. 4 (1969), p. 182.

<sup>14</sup> Willower and Jones, op. cit., p. 428.

Carlson suggested that increasing what he termed as "side-payments" (fringe benefits) may be one means of making the school more attractive to students and consequently increasing the school's "holding power."<sup>15</sup>

Willower also put forward some suggestions in this regard:

If humanistic changes are to be achieved, school increasingly will have to become attractive to students. . . . It appears that greater value is being placed on education in the larger society, and in the present era of mass communication, it is possible that the student role will change fairly rapidly in ways that reflect changing social values. If so, consequences of the forced participation aspect of the student role would be blunted and the conflict of the student culture and the teacher culture diminished. Mitigated conflict would present enhanced opportunities for the utilization of a variety of teaching methods and technologies. More humane attitudes toward pupils on the part of school personnel could become more common, even dominant.<sup>16</sup>

#### Pupil Control and Related Research

Among the first studies to focus on the school as a social system was one conducted by Willower and Jones in 1962. The main purpose of the study was to describe " . . . social behavior in an educational organization and to apply and develop concepts which might be theoretically useful and lead to further research."<sup>17</sup> The study lasted for fourteen months and the techniques used were basically observation and interview. Willower reports that:

Pupil control problems were found to play a major part in teacher-teacher, teacher-counselor, and teacher-administrator relations . . . teachers who were viewed as weak on control had marginal status among their colleagues. Newer teachers, especially, reported that a major problem was to convince the older, more

<sup>15</sup> Carlson, op. cit.

<sup>16</sup> Willower, op. cit., p. 124.

<sup>17</sup> Willower and Jones, op. cit., p. 424.

experienced teachers that their younger colleagues were not soft on discipline. The older teachers . . . seldom hesitated to criticize . . . newer ones. Situations of high visibility provided special testing grounds where teachers made valiant efforts to have their classes "look good" or be well behaved and orderly. . . . The principal was new to the school and the faculty was concerned that he might be "weak on discipline." Many of the teachers felt that the counselors "undermined" them in matters of discipline.<sup>18</sup>

This study stimulated Willower and his colleagues to conduct another empirical study on a population of 1,306 educators (elementary and high school principals, teachers and counselors). They used the PCI Form and analysed their results with a t-test for the differences between the means of their independent samples. They found that elementary teachers were more custodial in pupil control ideology than their counterparts at the secondary school level; teachers with more than five years teaching experience were more custodial than teachers with less than five years experience; and "closed-minded" teachers and principals, whatever the level, were more custodial in pupil control ideology than "open-minded" teachers and principals.

Hoy did a longitudinal study on 175 student teachers who completed their practice teaching during the 1966 spring semester at Oklahoma State University. All subjects completed the PCI Form prior to the commencement of their practice. Upon completion they responded to the PCI Form again. Findings, following the practice teaching experience, confirmed that practice teachers at both the elementary and secondary levels, became significantly more custodial in terms of their pupil control ideology, and even more so, after their first year of teaching.<sup>19</sup> A subsequent study

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<sup>18</sup> Willower, *op. cit.*, pp. 112-113.

<sup>19</sup> Hoy, "The Influence of Experience on the Beginning Teacher," pp. 212-323.

involving the same teachers showed that teachers did not become significantly more custodial during their second year of teaching.<sup>20</sup>

Bell, in 1970, conducted a study to compare the attitudes of teachers in selected urban comprehensive schools of England and Pennsylvania, to determine if any significant differences existed. For this purpose he used the Minnesota Teacher Attitude Inventory (MTAI). The findings indicated that there were no significant differences in the attitudes of teachers in the respective countries when measured by the total scores on the MTAI.<sup>21</sup>

In 1971 a number of studies were conducted focusing on a variety of factors which were believed to be related to pupil control ideology. Among the factors investigated were: "sense of power," alienation, personality, organizational climate and job satisfaction. Brief summaries of the findings reported in three of these studies are presented below.

Zelei investigated the possible relationship between pupil control ideology and "sense of power" of teachers in public schools. She found that, in general, a custodial pupil control ideology was associated with a low sense of power, whereas a humanistic pupil control ideology was associated with a high sense of power.<sup>22</sup>

Rafalides investigated the relationship between pupil control orientation of schools and aspects of student alienation. She found that

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<sup>20</sup>Hoy, "Pupil Control Ideology and Organizational Socialization: A Further Examination of the Influence of Experience on the Beginning Teacher," pp. 257-265.

<sup>21</sup>Bell, op. cit., p. 9.

<sup>22</sup>Rita Annette Zelei, "Relationship Between Pupil Control Ideology and Sense of Power of Teachers in Selected Public Schools" (Unpublished Doctoral thesis, Akron, Ohio: University of Akron, June, 1971), p. iv.

"the pupil control orientation of the school correlated significantly with student sense of normlessness, powerlessness, isolation, and a composite measure of total alienation."<sup>23</sup>

Leppert investigated the relationship between pupil control ideology and teacher personality. He found that applied interests, constraint, orderliness and egoism were significantly related to custodialism in pupil control ideology.<sup>24</sup>

Pupil Control: Theoretical Framework and  
Rationale for Hypotheses

Willower and Jones made one of the first studies of the school from a socio-psychological perspective for the purpose of developing ideas and formulating hypotheses regarding discipline or social control in the school.<sup>25</sup> The emergence of pupil control as a recurring theme and an important element of school life led to the adoption of a typology of social control similar to that employed by Gilbert and Levinson.<sup>26</sup> They had conceptualized a continuum of control ideologies ranging from "custodialism" at one extreme to "humanism" at the other. Both concepts represent contrasting types of social control ideology but in real life, few people can be identified as holding attitudes (ideology) that completely conform to descriptions of one

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<sup>23</sup> Madeline Beder Rafalides, "Relationships Between the Pupil Control Orientation of Schools and Aspects of Student Alienation" (Unpublished doctoral thesis, New Jersey: Rutgers University, January, 1971), p. 136.

<sup>24</sup> Leppert, op. cit.

<sup>25</sup> Willower and Jones, op. cit., pp. 107-109.

<sup>26</sup> Leppert, op. cit.

or the other. However, the ideology of any person in society may be classified somewhere on a continuum ranging from very custodialistic to very humanistic.

Willower, Eidell and Hoy later adapted this same typology to the public school. A description of the model follows:

The model of the custodial orientations is the traditional school which provides a rigid and highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. Teachers . . . conceive of the school as an autocratic organization with a rigid pupil-teacher status hierarchy; the flow of power is unilateral downward. Students must accept the decisions of their teachers without question. Teachers do not attempt to understand student behavior, but instead view misbehavior as a personal affront. Students are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Impersonality, pessimism, and "watchful mistrust" pervade the atmosphere of the custodial school.

The humanistic orientations, on the other hand, conceive of the school as an educational community in which students learn through co-operative interaction and experience. Learning and behavior are viewed in psychological and sociological terms, not moralistic terms. Self-discipline is substituted for strict teacher control. Humanistic orientations lead teachers to desire a democratic atmosphere with open channels of two-way communication between pupils and teachers. . . . In brief, a humanistic orientation . . . stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of student needs.<sup>27</sup>

It is necessary to reiterate that these two opposite pupil control ideologies are extremes on a continuum and that the ideologies of very few teachers will completely correspond to their descriptions. Nevertheless, a teacher's ideology will fall somewhere along the continuum between 'custodialistic' and 'humanistic' and, perhaps, closer to one type than the other.

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<sup>27</sup> Donald J. Willower, Terry I. Eidell and Wayne K. Hoy, "The School and Pupil Control Ideology," Penn State Studies, No. 24 (University Park, Pennsylvania, 1967), p. 5.

Another important point concerning custodialistic and humanistic orientations is that it is difficult not to accept one and reject the other. Gilbert and Levinson cautioned against this. They point out that though the defects of the custodial system such as impersonality and inhumanity can be cited, yet the proponents of humanistic change have not carefully researched and do not completely understand all the ramifications of its approach for society. They feel that the ideological aims will likely be more noble than the actions and effects generated, particularly in the short run.<sup>28</sup>

Willower, Eideil and Hoy applied these same cautions to the public schools. They emphasized the necessity for humanistic teaching to be grounded in relatively complex sociological and psychological theories and that the teacher be able to make the necessary connections between these theories and applications in specific situations. They also warned that the positive results which humanistic teaching may produce are apt to be most apparent in the long run. Consequently, short run failures will be more conspicuous.<sup>29</sup>

In line with these cautions, this study makes no assumptions about the effectiveness of a humanistic, as contrasted to a custodial, approach in the public school. In order to relate pupil control ideology and effective performance, goal achievement would have to be considered, and this is outside the focus of this study.

This study will explore the relationships between pupil control

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<sup>28</sup> Leppert, op. cit.

<sup>29</sup> Ibid., p. 40.



ideology and certain school and teacher variables, such as age, sex and teaching position. Further study may be necessary to show the relationships between pupil control ideology and performance.

Tentative relationships have been established between age and pupil control ideology. Eidell's data suggested that age and pupil control ideology are related.<sup>30</sup> Hoy, according to Zelei, indicated that older elementary teachers (over 50 years) tend to have a more custodial pupil control ideology than younger elementary teachers (20-29 years).<sup>31</sup> A similar tendency was evident at the secondary level.<sup>32</sup>

Hypothesis one deals with age and pupil control ideology. The assumptions underlying it are that younger teachers are more idealistic than their older counterparts and that the educational training received by older teachers stressed autocratic attitudes and practices whereas the younger teachers' educational training stressed a democratic, highly permissive control atmosphere.<sup>33</sup> Thus,

(H<sub>1</sub>) The pupil control ideology of older teachers is significantly more custodial than the pupil control ideology of younger teachers. The norms for teacher behavior regarding pupil control do not appear to be the same in teacher preparatory organizations as they are in practice. Professors of education in colleges stress the desirability of highly permissive pupil control, while 'discipline' as it is actually

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<sup>30</sup> Eidell, op. cit., p. 61.

<sup>31</sup> Zelei, op. cit., p. 14.

<sup>32</sup> Ibid.

<sup>33</sup> Zelei, op. cit., p. 88.

practiced in the public schools emphasizes the need for more authoritarian controls.<sup>34</sup>

For the teacher who has internalized the norms and values presented at college, where teaching and learning are likely to focus on ideal images and practices, those found in practice may be unacceptable. Willower suggests that, because of the conflict between the two sets of norms and values, the 'idealistic' person will have to make a choice; engage in open conflict, leave the organization or in some way adapt to the situation.<sup>35</sup>

Hypothesis two, then, reflects the assumption that the pupil control ideology of teachers with little experience will be less custodial than those who remain after the idealistic teachers have left. Thus,

(H<sub>2</sub>) The pupil control ideology of more experienced teachers is significantly more custodial than the pupil control ideology of less experienced teachers.

It is expected that the pupil control ideology of male teachers will be more custodial than that of female teachers because of their respective cultural roles and physical and psychological characteristics. Budzik elaborates on these reasons:

In our society the cultural role of the male is viewed as the main disciplinarian. . . . He is expected to be the protector of the home because of his strength and size. . . . Because of these cultural expectations, the male tends to use direct confrontation verbally and physically as techniques of control. These techniques are custodial in nature. The female in our society is expected to please, accommodate and be loving. Because of her size and lack of strength as compared to her male counterpart, her techniques of control tend to be of a

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<sup>34</sup>Eidell, op. cit., p. 29.

<sup>35</sup>Willower, op. cit., pp. 40-51.

nature of negotiation and compromise. These techniques are considered to be more humanistic in nature.<sup>36</sup>

These beliefs about the sexes are reflected in hypothesis three.

Thus,

(H<sub>3</sub>) The pupil control ideology of male teachers is significantly more custodial than the pupil control ideology of female teachers.

The school is an organization that serves unselected pupil clients many of whom may be undesirous of its services. Some may even be antagonistic, requiring extensive controlling.<sup>37</sup> Also, the important influence of the student subculture must be borne in mind. Student values are apt to be in conflict with those of teachers and other school personnel and students tend to respond as a collective or group to organizational control.<sup>38</sup>

It is reasonable to expect, therefore, that educational personnel will at times feel their positions threatened. Since pupils in public schools are of different maturity levels, some of them are obviously in a better position to threaten the status of staff members than others. "Elementary school pupils, when compared with secondary pupils, pose a lesser threat to teacher status because of their tender years, smaller size, and relative immaturity."<sup>39</sup> Those, of course, who are in the best

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<sup>36</sup> Jerome Marcel Budzik, "The Relationship Between Teachers' Ideology of Pupil Control and Their Perception of Administrative Control Style" (Unpublished Ph.D. dissertation, The University of Michigan, 1971), p. 52.

<sup>37</sup> Carlson, *op. cit.*

<sup>38</sup> Willower, *op. cit.*, p. 116.

<sup>39</sup> *Ibid.*, p. 117.

position to threaten the staff members are the pupils who are most mature both physically and mentally.

The assumption that teachers, because they are responsible for controlling unselected pupil clients, will perceive their positions threatened in varying degrees depending on the maturity level of the pupils they serve, is reflected in hypothesis four. Thus,

(H<sub>4</sub>) The pupil control ideology of teachers teaching older students is significantly more custodial than the pupil control ideology of teachers teaching younger students.

Because of the hierarchical arrangement of staff positions in the school, some staff members are in a position more easily threatened than others. Teachers are required to directly control relatively large numbers of pupils, and pupils are apt to represent a serious potential threat to teacher status. Principals, on the other hand, are not directly responsible for student control.<sup>40</sup> Therefore, pupils are likely to represent a less serious threat to the status of incumbents of this position. These considerations led Willower to predict that teachers would likely be comparatively more rigid in their pupil control ideology than principals.<sup>41</sup>

The fifth hypothesis is based on the above assumptions which relate pupil control ideology with organizational position. Thus,

(H<sub>5</sub>) The pupil control ideology of teachers is significantly more custodial than the pupil control ideology of administrators.

Regarding the effect of increased educational preparation, Eidell

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<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

and Hoy indicated that the degree of custodialism decreased with an increase in the amount of education for elementary teachers. At the secondary level, however, increased preparation did not appreciably affect pupil control ideology.<sup>42</sup> Hoy also reported that, at both the elementary and secondary levels, the control ideology of teachers with undergraduate majors in education as well as those with undergraduate majors in disciplines outside of education, were essentially the same.<sup>43</sup> Eidell, on the other hand, found that elementary teachers with undergraduate majors outside the field of education were less custodial than those with majors in education.<sup>44</sup>

The lack of consensus regarding the relationship between pupil control ideology and amount of educational preparation, suggests that hypothesis six deserves further consideration. Thus,

(H<sub>6</sub>) The pupil control ideology of teachers varies with length of training.

#### Summary

The concept of ideology and the nature of the "pupil-school" relationship have been discussed in this chapter. Literature relevant to these general concepts and to pupil control ideology, in particular, has been reviewed. This review also helped to formulate the theoretical framework and rationale for the hypotheses.

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<sup>42</sup>Zelei, op. cit., p. 15.

<sup>43</sup>Ibid.

<sup>44</sup>Ibid.

## CHAPTER III

### METHODOLOGY

#### Introduction

This study deals with the attitudes of comprehensive school teachers toward pupil control in the town of Harlow, England.

This chapter will describe:

- (i) the locale of the study and the population studied;
- (ii) the process of data collection and salient features of the data ;
- (iii) the nature of the instrument used to collect the data;
- (iv) the administration of the instrument;
- (v) the treatment of the data.

#### The Locale of the Study

Harlow, a town with a population of approximately ninety thousand people and situated twenty-five miles to the northeast of London in the county of Essex, was the location of this study. The administration of education in this area is the responsibility of the Local Education Authority, the Essex County Council, whose headquarters are at County Hall, Chelmsford. Day-to-day administration of the schools in Harlow comes under the jurisdiction of the Harlow Divisional Executive for Education, on which are represented members of both the Essex County Council and the Harlow Urban District Council. The Divisional Offices are in the Town Hall, Harlow.

There are three types of schools in Harlow: approximately thirty-five Primary Schools, eight Comprehensive Schools and three Special Education Schools.

#### The Population of the Study

The population of the study consisted of all the full-time and part-time personnel (excluding non-professional staff) in all eight comprehensive schools in Harlow. Table 1 shows the teacher and student populations for each school. The pupil-teacher ratio in these schools is approximately eighteen to one.

TABLE 1  
DISTRIBUTION OF TEACHERS AND STUDENTS  
BY SCHOOL

School	Number of Teachers	Number of Students
A	68	1,180
B	68	1,221
C	77	1,392
D	58	1,000
E	67	1,242
F	68	1,245
G	38	644
H	59	1,134
TOTAL	503	9,058

### Collection of the Data

The main purpose of this study was to assess the attitudes of a group of teachers toward pupil control (Pupil Control Ideology) and to show the relationships between teacher ideologies and certain school and teacher variables. To achieve this end, an instrument was employed which presented the respondents with twenty statements about schools, teachers and pupils. They were asked to indicate their personal opinions about each statement by choosing one of five possible answers ranging from strongly agree to strongly disagree.

Initial contacts with the school officials were made, on the researcher's behalf, by Memorial University's representative in Harlow. He obtained permission to conduct the study from Harlow's Divisional Education Officer.

During the third week in March, 1973, the Headmasters of the Schools were visited by the researcher for the first time. The purpose of this visit was to meet the Headmasters and to solicit their cooperation in providing for the administration of the questionnaires. They were asked to arrange for the instrument to be completed at the beginning of a regularly scheduled faculty meeting or to call a meeting of all the faculty specifically for the purpose of administering the questionnaires. The arrangements requested were subsequently made in all but two schools. The Headmasters of these two schools felt that it was not feasible to convene a meeting of all the faculty at one time and in one place. Both requested that, instead of having the questionnaires completed at a meeting, the questionnaires be distributed to the teachers and collected sometime later. In accordance with this request, in one school the instruments were given



to the teachers in their classrooms at 9:30 in the morning and collected again at noon on the same day. In the other, at the Headmaster's request, they were left in his office for one week and teachers went there to complete the questionnaires.

The survey began on March 13, 1973, and was completed on March 30, 1973. At the time of the survey there were 503 teachers and administrators working in the Harlow Comprehensive Schools. Three hundred twenty-six of this number, or sixty-five percent, completed a questionnaire.

Table 2 shows the number of respondents according to sex. Sixty-one percent of the teachers responding are males, approximately 39 percent are females and 1 person, or 0.3 percent of the respondents, did not indicate sex.

TABLE 2  
DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Respondents	
	Frequency	Percent
Not shown	1	0.3
Male	199	61.0
Female	126	38.7
TOTAL	326	100.0

The number of teachers according to age in years is given in Table 3. It shows that the majority of teachers responding (70 percent) are under 36 years of age and 86 percent are under 45. No teacher is under the age of 20 but 14 percent are over 45.

TABLE 3

## DISTRIBUTION OF RESPONDENTS BY AGE

Age	Respondents	
	Frequency	Percent
20 - 25	105	32.3
26 - 35	125	38.3
36 - 45	51	15.6
46 - 55	34	10.4
over 55	11	3.4
TOTAL	326	100.0

Table 4 shows the number of respondents according to marital status. Approximately twenty-nine percent are single, 67.2 percent are married and 3.1 percent checked the category labeled other. Two respondents, or 0.6 percent, omitted to indicate their marital status.

TABLE 4

## DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

Marital Status	Respondents	
	Frequency	Percent
Not shown	2	0.6
Single	95	29.1
Married	219	67.2
Other	10	3.1
TOTAL	326	100.0

The number of years teaching experience of the respondents is presented in Table 5. More than 14 percent of the teachers responding have less than 1 year experience, 37.5 percent have less than 4 years, 33.1 percent have from 4 to 10 years and 29.4 percent have more than 10 years. Approximately 70 percent have 10 years or less of teaching experience.

TABLE 5  
DISTRIBUTION OF RESPONDENTS BY YEARS EXPERIENCE

Experience	Respondents	
	Frequency	Percent
Less than 1 year	47	14.4
1 year	14	4.3
2 years	31	9.5
3 years	30	9.3
4 - 10 years	108	33.1
11 - 20 years	64	19.6
Over 20 years	32	9.8
TOTAL	326	100.0

Table 6 shows the number of respondents according to age level of students taught. The number of teachers of students whose ages range from thirteen to sixteen is fairly evenly distributed. The relatively small percentage of teachers who teach students older than sixteen may be explained by the fact that the school-leaving age in England is sixteen.

TABLE 6

## DISTRIBUTION OF RESPONDENTS BY AGE LEVEL TAUGHT

Age level of Students taught	Respondents	
	Frequency	Percent
11-12 years	63	19.3
13-14 years	112	34.4
15-16 years	99	30.4
17-18 years	45	13.8
Not shown	7	2.1
TOTAL	326	100.0

Table 7 shows the number of respondents according to subject taught. The category labeled other was checked by 11.7 percent of the teachers responding and it includes the following subjects: Music, Commerce, Needlework, Drama, Remedial Instruction and Religious Education. The teaching of partially hearing children was also included in this category. Approximately 33 percent of the respondents teach non-academic subjects while English, Mathematics and Science are taught by 36.2 percent of the teachers.

The number of respondents according to hierarchical position in the school is given in Table 8. The category labeled other represents administrative positions, mainly Heads of Departments. It also includes a small number of other positions such as Senior Teacher, House-Master and House-Mistress.

TABLE 7  
DISTRIBUTION OF RESPONDENTS BY SUBJECT TAUGHT

Subject	Respondents	
	Frequency	Percent
Art	17	5.2
Domestic Science	20	6.2
English	41	12.6
Geography	16	4.9
History	22	6.7
Languages	28	8.6
Mathematics	37	11.3
Physical Education	22	6.7
Science	40	12.3
Social Science	3	0.9
Technical Subjects	24	7.4
Other	38	11.7
None	18	5.5
TOTAL	326	100.0

TABLE 8  
DISTRIBUTION OF RESPONDENTS BY POSITION

Position	Respondents	
	Frequency	Percent
Not shown	2	0.6
Teacher	215	66.0
Deputy Head	8	2.5
Headmaster or Headmistress	5	1.5
Other	96	29.4
TOTAL	326	100.0

Table 9 shows the number of respondents according to academic and professional preparation for teaching. Approximately 8 percent have 1 or 2 years while 91.5 percent reported 3 or more years of academic and professional training. Seventy-one percent of the respondents have 3 or 4 years of training and 83 percent have 3, 4, or 5 years. More than 55 percent reported having the equivalent of a degree (4 years or more of training) whereas only 48.8 percent actually answered yes to the question, "Do you hold a degree?"

#### The Nature of the Instrument

The instrument used to gather data on teacher attitudes toward pupil control was the Pupil Control Ideology Form (Appendix A) developed by Terry Lee Eidell<sup>1</sup> in 1965. It consists of twenty Likert-type statements

<sup>1</sup>Eidell, op. cit.

TABLE 9  
DISTRIBUTION OF RESPONDENTS BY PROFESSIONAL  
TRAINING

Training	Respondents	
	Frequency	Percent
Not shown	3	0.9
1 year	6	1.8
2 years	19	5.8
3 years	117	35.9
4 years	116	35.6
5 years	37	11.4
6 years	11	3.4
7 years	13	4.0
Over 7 years	4	1.2
TOTAL	326	100.0

which measure the pupil control ideology of educational personnel on a continuum ranging from extreme custodialism to extreme humanism, with five choices for each statement:

- A -- strongly agree
- B -- agree
- C -- undecided
- D -- disagree
- E -- strongly disagree

In quantifying the answers 5 points were given to A, 4 to B, 3 to C, 2 to D and 1 to E. Statements five and thirteen were scored in the opposite direction. On this basis an extremely "custodialistic" respondent could receive a maximum score of 100 while the extremely "humanistic" respondent could receive a minimum score of 20. The "average" pupil control ideology score theoretically would be 60.

Validity for the Pupil Control Ideology Form was tested in three ways. First, and of primary importance, Principals judged the pupil control ideology of a number of teachers. This resulted in a custodialistic and humanistic group. Both groups were given the instrument and after completion, the mean scores of those identified as custodial were compared with the mean scores of those identified as humanistic. A t-test of the difference between the means of the two independent samples yielded a t-value of 2.639 with forty-eight degrees of freedom, significant at the .01 level of confidence.<sup>2</sup>

Secondly, the mean pupil control ideology scores of schools known to be humanistic were compared to the mean pupil control ideology scores

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<sup>2</sup> Eidell, op. cit., p. 44.



of other schools. These results also indicated a trend in the expected direction. Finally, a cross-validation procedure, again utilizing principals' judgments, was employed. The results, a t-value of 3.418 with thirty-eight degrees of freedom, indicated that the difference in the mean Pupil Control Ideology Form scores between judged custodial and humanistic teachers was significant at the .001 level.<sup>3</sup>

The reliability of the instrument was tested with a sample of 170. Split-half reliability coefficients were calculated by correlating even-item subscores with odd-item subscores.<sup>4</sup> The Pearson-Product Moment Correlation Coefficient was .91 and the Spearman-Brown Prophecy, when applied, yielded a coefficient of .95.<sup>5</sup> Further reliabilities using similar statistical formulas and involving an elementary and a secondary school resulted in similar findings.<sup>6</sup>

Based upon these calculations, the Pupil Control Ideology Form was considered a valid and reliable instrument for measuring the attitudes of teachers toward pupil control (Pupil Control Ideology).

The Personal Data Sheet (Appendix A) was designed to provide basic information on school and teacher variables. This background information was analyzed in relation to the dependent variable in the study, pupil control ideology.

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<sup>3</sup> Ibid., p. 52.

<sup>4</sup> Ibid., p. 45.

<sup>5</sup> Eidell, op. cit., p. 45.

<sup>6</sup> Ibid., p. 51.

### Administration of the Instrument

The administration procedures followed in two of the eight schools in the population have been described earlier in this chapter. In the other six schools the questionnaires were completed at a meeting of the faculty.

At each meeting faculty members were provided with a copy of the instrument (Personal Data Sheet plus the Pupil Control Ideology Form). Prior to completing the questions, a brief introductory statement was read soliciting their cooperation and assuring each participant that all responses would be kept confidential and that no individual or school would be named in the report of this study (Appendix B).

### The Treatment of the Data

First, the background information, provided on the Personal Data Sheet, was analyzed in order to discover the salient characteristics of the respondents in terms of the situational and personal variables implicit in the hypotheses, e.g., age, sex and teaching position.

Secondly, the relationships among the relevant situational and personal variables were examined by means of cross-tabulations. Chi-square tests were employed to test the statistical significance of these relationships.

Thirdly, the variables in the background data were related to pupil control ideology. After calculating the total and mean PCI scores for all respondents, each variable was related to these scores by means of analysis of variance (ANOVA) and/or t-tests. When dealing with groups an F-ratio was used to test the statistical significance of the relationships discovered but when the data were dichotomous, a t-test was employed to test

the significance of the difference between means. In conjunction with ANOVA, the Scheffé test was used in order to determine which variable(s) caused the difference. The correlation between each variable and PCI scores was also tested. In this case the Product-Moment Correlation Coefficient was employed and the effects of all other variables were controlled for, in turn, via the Partial Correlation Coefficient. Finally, an intercorrelation matrix was computed in order to show the relationships between all the background factors considered and pupil control ideology.

Fourthly, the items in the questionnaire were analyzed. The mean, standard deviation and variance for each of the items 1-20 were obtained. Next the items were ranked according to their mean scores. Then the school and teacher variables (situational and personal variables) were related to the items which received the lowest and highest scores.

The fifth and final step in the analysis of the data was a factor analysis of the instrument (Pupil Control Ideology Form).

All hypotheses in the study were accepted or rejected at the .05 level of confidence.

#### Summary

The locale and population of the study, the method of data collection, important features of the data, instrumentation, administration of the instrument and treatment of the data have been presented in this chapter. The statistical methodology and treatment of the data will be further developed in the next chapter.

## CHAPTER IV

### ANALYSIS I -- TESTING THE HYPOTHESES

#### Introduction

This chapter presents an analysis of the data collected in the study relevant to the six major hypotheses. The methodology employed to test these hypotheses included Analysis of Variance (ANOVA), t-tests, Scheffé Multiple Comparison of Means and the Pearson Product-Moment Correlation Coefficient. Control over the effects of intervening variables was maintained by means of Covariance (COANOVA) and Partial Correlation.

#### Hypothesis One

One purpose of this study was to investigate the relationship between age in years and pupil control ideology. Thus,

(H<sub>1</sub>) The pupil control ideology of older teachers is significantly more custodial than the pupil control ideology of younger teachers.

Analysis of Variance computed on the mean pupil control ideology scores yielded an F-ratio of 0.8479 with 4 and 321 degrees of Freedom. This result is not significant at the .05 level of confidence, therefore the hypothesis was rejected. Table 10 presents the Analysis of Variance summary.

Examination of the actual mean PCI scores for each age level (Table 11) revealed that the relationship between pupil control ideology and age, though rather weak as shown by ANOVA, was in the opposite direction to that hypothesized. Apart from the "over 55" age group, the older

TABLE 10

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN PUPIL CONTROL IDEOLOGY SCORES AND AGE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	4	415.3750	103.8438	0.8479
Within groups	321	39311.6250	122.4661	
TOTAL	325	39727.0000		

teachers obtained lower PCI scores than did the younger teachers. Computation of the Pearson Product-Moment Correlation Coefficient resulted in an  $r$  of  $-0.0629$  with 326 degrees of freedom, significant at the .13 level. This indicated a weak but negative correlation between pupil control ideology and age. T-tests were also computed on the mean PCI scores and these also confirmed a weak, negative relationship.

TABLE 11  
AGE BY MEAN PCI SCORES

Age	Number	Mean PCI Scores
20 - 25	105	59.152
26 - 35	125	57.568
36 - 45	51	56.647
46 - 55	34	56.118
Over 55	11	60.000
TOTAL	326	57.8650

#### Hypothesis Two

The following assumptions about teachers underlie Hypothesis two:

(a) the norms and values internalized while at college tend to be more idealistic than those experienced in practice, (b) less experienced teachers are more highly influenced by those previously adopted norms and values of college than are the more experienced teachers, and (c) conflict between the two sets of norms and values will force the more "idealistic" person to make a choice; adapt to the situation, engage in open conflict or leave the organization.

Hypothesis two reflects the belief that many idealistic teachers eventually elect to leave the school. Thus,

(H<sub>2</sub>) The pupil control ideology of more experienced teachers is significantly more custodial than the pupil control ideology of less experienced teachers.

The mean pupil control ideology scores according to level of teaching experience were examined by means of Analysis of Variance. The result, an F-ratio of 1.4254 with 6 and 319 degrees of freedom, was not significant at the .05 level. Therefore the hypothesis was rejected.

Table 12 presents the Analysis of Variance summary.

TABLE 12  
RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN PUPIL CONTROL IDEOLOGY SCORES AND  
TOTAL TEACHING EXPERIENCE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	6	1037.1656	172.8776	1.4254
Within groups	319	38689.7344	121.2844	
TOTAL	325	39727.0000		

In this case also, examination of the actual mean pupil control ideology scores according to total teaching experience (see Table 13) suggested that these two variables were related in the opposite direction to that hypothesized; more experienced teachers were less not more custodial than less experienced teachers. After dichotomizing the data, various t-tests were run and the results (see Table 14) supported this suggestion. The Pearson Product-Moment Correlation Coefficient was employed to determine the correlation between PCI scores and years of teaching experience. It yielded an  $r$  of  $-0.1206$  with 324 degrees of freedom, significant at the .02 level. The computation of Partial Correlation Coefficients, controlling for all the other variables in turn, confirmed a weak, but negative correlation between mean pupil control ideology scores and total teaching experience.

TABLE 13  
TOTAL TEACHING EXPERIENCE BY MEAN PCI SCORES

Total Teaching Experience	Number	Mean PCI Scores
Less than 1 year	47	61.830
1 year	14	58.286
2 years	31	57.452
3 years	30	56.367
4-10 years	108	57.009
11-20 years	64	58.234
Over 20 years	32	55.813
TOTAL	326	57.865

TABLE 14  
SUMMARY OF T-VALUES OF MEAN PCI SCORES BY  
TOTAL TEACHING EXPERIENCE

Experience	Number	Standard Deviation	Mean PCI Scores	t
Less than 2 years	61	10.285	61.0164	-2.49*
2 years and over	265	11.118	57.1396	
Less than 3 years	92	10.687	59.8152	-2.01*
3 years and over	234	11.126	57.0983	
Less than 1 year	47	9.324	61.8298	2.58*
Over 20 years	32	11.332	55.8125	

\*Significant at the .05 level.

#### Hypothesis Three

This hypothesis reflects the belief that the respective cultural roles of men and women in modern Western Society along with the difference in their physical characteristics dictates that not only will the methods of pupil control employed by males be different from those employed by females, but their attitudes toward pupil control (Pupil Control Ideology) will also differ. Thus,

(H<sub>3</sub>) The pupil control ideology of male teachers is significantly more custodial than the pupil control ideology of female teachers.

A test of the significance of the difference between the mean pupil control ideology scores of male and female respondents in the study was done by means of a t-test. A t-value of 0.86 with 323 degrees of freedom was obtained. This result is not significant at the .05 level of confidence and therefore, the hypothesis was rejected. A summary of the t-test results are presented in Table 15.



TABLE 15

A COMPARISON OF THE MEAN PCI SCORES FOR  
MALE AND FEMALE TEACHERS

Sex	Number	Standard Deviation	Mean PCI Scores	t
Male	199	11.564	58.3166	
Female	126	10.222	57.2301	0.86

#### Hypothesis Four.

The relationship between teachers' pupil control ideology and the age levels of the students they teach was investigated in this study. The belief that the more mature students, both physically and mentally, will pose a greater threat to the security and status of teachers than younger, less mature students is implicit in hypothesis four:

(H<sub>4</sub>) The pupil control ideology of teachers teaching older students is significantly more custodial than the pupil control ideology of teachers teaching younger students.

The Analysis of Variance technique was employed to test this hypothesis. It yielded an F-ratio of 0.0222 with 3 and 315 degrees of freedom. This result is not significant at the .05 level, therefore the hypothesis was rejected. Table 16 presents a summary of the Analysis of Variance results.

Table 17 presents the mean pupil control ideology scores by age level of students taught.

TABLE 16

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES  
AND AGE LEVEL OF STUDENTS TAUGHT

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	3	8.1875	2.7292	0.0222
Within groups	315	38669.8125	122.7613	
TOTAL	318	38678.0000		

TABLE 17

MEAN PCI SCORES BY AGE LEVEL OF STUDENTS TAUGHT

Students' Age Level	Number	Mean PCI Scores
11-12 years	63	58.032
13-14 years	112	58.170
15-16 years	99	57.818
17-18 years	45	57.867
TOTAL	319	57.9906

#### Hypothesis Five

The pupil control ideology of teacher incumbents is believed to be related to the hierarchical positions which they hold in the school organization. Teachers are required to directly control relatively large numbers of unselected pupils whereas the contact of administrators with pupils is not as direct or constant. It is assumed therefore that teachers experience more immediate and more serious threats to their security and their status than do administrators. Consequently, hypothesis five suggests that the attitudes of teachers toward pupil control is significantly more custodial than those of administrators.

(H<sub>5</sub>) The pupil control ideology of teachers is significantly more custodial than the pupil control ideology of administrators.

Analysis of Variance computed on the mean pupil control ideology scores of Teachers, Deputy Heads, Head-Masters (Head-Mistresses) and other Administrators (Department Heads, Senior teachers, etc.) yielded an F-ratio of 1.6982 with 3 and 320 degrees of freedom. This result is not significant at the .05 level, therefore the hypothesis was rejected. A summary of the Analysis of Variance results is given in Table 18.

TABLE 18  
RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND  
POSITION IN THE SCHOOL

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	3	621.4844	207.1615	
Within groups	320	39036.5156	121.9891	1.6982
TOTAL	323	39658.0000		

While Analysis of Variance indicated that there were no significant differences among the mean pupil control ideology scores of incumbents when all the positions were analyzed together, the actual scores (see Table 19) suggested a trend in the predicted direction; administrators obtained lower mean scores than did teachers. T-tests were run on the mean PCI scores of teachers and administrators. A comparison of the means of teachers and principals yielded a t-value of 1.92 with 218 degrees of freedom while a t-value of the difference between the means of teachers and administrators (principals and vice-principals only) was 1.79 with 226 degrees of freedom. Neither of these results were significant at the .05 level.

TABLE 19  
MEAN PCI SCORES BY POSITION IN THE SCHOOL

Teaching Position	Number	Mean PCI Scores
Teacher	215	58.488
Deputy head (Vice-Principal)	8	55.125
Head-Master (Mistress) Principal	5	48.400
Other	96	57.313
TOTAL	324	57.901

TABLE 20  
SUMMARY OF T-VALUES OF THE MEAN PCI SCORES OF  
TEACHERS AND ADMINISTRATORS

Position	Number	Standard Deviation	Mean PCI Scores	t
Teachers	215	11.518	58.5884	1.92*
Principals	5	17.082	48.400	
Teachers	215	11.518	58.4884	1.79*
Administrators (Prins. + V.P.'s)	13	14.063	52.5385	

\*Not significant at the .05 level

Because of the unequal size of the samples involved, it was decided that a non-parametric method should also be applied in the testing of hypothesis five. The calculation chosen was the Mann Whitney U Test.<sup>1</sup> This test was decided upon because in Siegal's opinion it is "... an excellent alternative to the t-test, and of course it does not have the restrictive assumptions and requirements associated with the t-test."<sup>2</sup>

The z-value calculated by application of this test to the pupil control ideology scores of teachers and administrators (Principals and Vice-Principals) was 0.34. This z-value ( $p < .3632$  for a one-tailed test) indicated that, at the .05 level, the populations from which the samples were drawn do not differ. Hypothesis five was therefore rejected.

#### Hypothesis Six

The belief that teachers' pupil control ideology is related to years of academic and professional training is reflected in hypothesis six:

(H<sub>6</sub>) The pupil control ideology of teachers varies with length of training.

Table 21 gives the mean pupil control ideology scores according to years of academic and professional training. It shows that teachers with only one year of training obtained the highest mean score while teachers with seven years obtained the lowest mean score.

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<sup>1</sup>Sidney Siegal, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw Hill Book Co., Inc., 1956), pp. 116-127.

<sup>2</sup>Ibid., p. 126.

TABLE 21

MEAN PCI SCORES BY YEARS OF ACADEMIC AND  
PROFESSIONAL TRAINING

Training	Number	Mean PCI Scores
1 year	6	68.667
2 years	19	56.632
3 years	117	59.231
4 years	116	57.034
5 years	37	56.027
6 years	11	57.818
7 years	13	53.538
Over 7 years	4	64.000
TOTAL	323	57.8792

Analysis of Variance computed on the mean pupil control ideology scores according to year of training resulted in an F-ratio of 1.8791 with 7 and 315 degrees of freedom, which is not significant at the .05 level. Table 22 presents the Analysis of Variance summary.

TABLE 22

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND  
YEARS OF EDUCATIONAL PREPARATION

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	7	1546.6836	220.9548	1.8791
Within groups	315	37040.3164	117.5883	
TOTAL	322	38587.0000		

There were only six teachers with one year of training and only seventeen with more than six years of training (see Table 21). Because of the small numbers in these categories, teachers with one or two years of training were grouped together and those with more than six years were also grouped together. Table 34 gives the mean PCI scores according to years of training but with the small numbers combined.

TABLE 23  
MEAN PCI SCORES BY YEARS OF ACADEMIC AND PROFESSIONAL  
TRAINING (Collapsed Version of Table 21)

Training	Number	Mean PCI Scores
1 or 2 years	25	59.520
3 years	117	59.231
4 years	116	57.034
5 years	37	56.027
6 years & over	28	56.714
TOTAL	323	57.8792

Analysis of Variance computed on the above mean scores yielded an F-ratio of 1.057 with 4 and 318 degrees of freedom. This result is not significant at the .05 level. Table 24 gives the Analysis of Variance summary.

On the basis of the following results, hypothesis six was rejected. Examination of the mean PCI scores according to years of academic and professional training (Tables 21 and 23) indicated a trend in the expected direction; teachers with more years of training obtained lower mean scores than teachers with fewer years of training.

TABLE 24

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND YEARS  
OF EDUCATIONAL PREPARATION (Calculated on  
Means in Table 23)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	4	529.3125	132.3281	1.1057
Within groups	318	38057.6875	119.6783	
TOTAL	322	38587.0000		

Further analysis was conducted in examining the relationships between teachers' pupil control ideology and training. The mean PCI scores of teachers without a degree and those reporting a degree were compared by means of a t-test. The resulting t-value was -2.90 with 318 degrees of freedom. This result is significant at the .004 level and it showed that teachers with a degree obtained significantly lower PCI scores than those teachers who reported not having a degree. In other words, teachers who did not have a degree were significantly more custodial in their pupil control attitudes than teachers with a degree.

This suggests that type of teacher training may be more closely related to pupil control ideology than years of training. It may be, for example, that those teachers reporting no degree received their training via an apprenticeship programme in industry, whereas those having a degree may have been trained at college or university. If so, in spite of equivalent years of training, the pupil control attitudes fostered by these two different kinds of training programmes may account for the difference between the means of the two groups.



It was finally concluded that though teachers' pupil control ideology and years of academic and professional training were not significantly related, the relationships between PCI and educational preparation still remain unclear and deserves further study.

#### Summary

The six hypotheses of this study were tested and the results have been reported in this chapter. All six were rejected at the .05 level of confidence. The relationships between the dependent variable, Pupil Control Ideology, and the independent variables, Age, Total Teaching Experience and Age Level of Students Taught were weak and in the opposite direction to what hypothesized. The relationships between the variables Teaching Position and Years of Academic and Professional Training, though rejected at the .05 level, indicated a trend in the predicted direction.

The next chapter presents other findings resulting from further analysis of the data and makes comparisons of the findings in this study with those reported in other research. The final chapter gives a summary of findings along with their implications.

## CHAPTER V

### ANALYSIS II -- OTHER FINDINGS AND COMPARISONS

#### Introduction

Six hypotheses on the relationships between teachers' pupil control ideology and certain personal and situational factors were tested in the last chapter. The analysis of data yielded other findings relevant to the study and worthy of description. These additional findings are presented in this chapter.

More specifically, the data collected were further analysed in the following ways: first, the relationships existing between the dependent variable, pupil control ideology, and the independent variables, marital status, administrative experience and subject taught were examined; secondly, analyses of the relationships between pupil control ideology and certain variables in the study were done for each school in the population; thirdly, the items in the Questionnaire (PCI Form) were analysed; and finally, the findings of the study were compared with those reported in other research.

The methodology employed was the same as that used in Analysis I and the existence of relationships between variables was reported as significant or not significant at the .05 level of confidence.

Because of a prior commitment to participants in this study, the schools were identified by the letters A to H in order to protect their real identity.

Other Findings: Marital Status, Administrative  
Experience and Subject Taught

Teachers' mean pupil control ideology scores by marital status are given in Table 25. It shows that the mean scores do not vary significantly according to marital status.

TABLE 25  
MEAN PCI SCORES BY MARITAL STATUS

Marital Status	Number	Mean PCI Scores
Single	95	58.158
Married	219	57.316
Other	10	61.600
TOTAL	324	57.8402

Analysis of Variance, computed on the mean PCI scores according to marital status, yielded an F-ratio of 0.7083 with 2 and 321 degrees of freedom. This result is not significant at the .05 level and therefore it was concluded that teachers' pupil control ideology and marital status are not related. Table 26 presents the Analysis of Variance summary.

TABLE 26  
RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND  
MARITAL STATUS

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	2	174.0977	87.0488	0.7083
Within groups	321	39447.9023	122.8907	
TOTAL	323	39622.0000		

Table 27 gives teachers' mean pupil control ideology scores according to years of administrative experience. It shows that respondents having only 1 year in an administrative position obtained the highest mean score while those who reported between 11 and 20 years administrative experience obtained the lowest mean score. It also shows that for teachers with between 1 and 20 years of administrative experience, as experience increases, the mean PCI scores decrease.

TABLE 27  
MEAN PCI SCORES BY YEARS OF ADMINISTRATIVE EXPERIENCE

Group	Experience	Number	Mean PCI Scores
0	Less than 1 year	210	58.048
1	1 year	9	61.444
2	2 years	14	59.214
3	3 years	20	58.150
4	4-10 years	48	56.563
5	11-20 years	19	55.789
6	Over 20 years	6	59.000
	TOTAL	326	57.8650

Analysis of Variance computed on the mean PCI scores for all levels of administrative experience resulted in an F-ratio of 0.4335 with 6 and 319 degrees of freedom. This result is not significant at the .05 level. Because of the small numbers in groups one and six, groups 0 and 1 were combined as well as groups 5 and 6 and Analysis of Variance was run again on the collapsed data. The resulting F-ratio of 0.3545 with 4 and 321 degrees of freedom was not significant at the .05 level either. It was

therefore concluded that teachers' pupil control ideology and years of administrative experience are not related. The Analysis of Variance summary is given in Table 28.

TABLE 28

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND  
YEARS OF ADMINISTRATIVE EXPERIENCE

Groups	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
0 - 6	Between groups	6	321.3203	53.5534	0.4335
	Within groups	319	39405.6797	123.5288	
	TOTAL	325	39727.0000		
0 + 1 & 5 + 6 combined	Between groups	4	174.7031	43.6758	0.3545
	Within groups	321	39552.2969	123.2159	
	TOTAL	325	39727.0000		

Teachers' pupil control ideology and subject taught were found to be directly related. Table 29 gives the PCI scores according to subject taught. It shows teachers of English obtained the lowest mean score while teachers of technical subjects (Metalwork, Woodwork, Technical Drawing and Mechanics) obtained the highest mean score. It also shows that teachers of practical subjects (subjects taught in a workshop using expensive, and perhaps dangerous, tools and equipment) generally obtained higher mean PCI scores than did teachers of academic subjects such as English and Geography.

Analysis of Variance computed on the following mean pupil control ideology scores yielded an F-ratio of 3.0128 with 11 and 296 degrees of freedom and a probability of chance relationship of .005. This result is

TABLE 29  
MEAN PCI SCORES BY SUBJECT TAUGHT

Subject	Number	Mean PCI Scores
Art	17	59.412
Domestic Science	20	60.400
English	41	51.366
Geography	16	56.688
History	22	58.955
Languages	28	59.929
Mathematics	37	59.216
Physical Education	22	60.545
Science	40	55.075
Social Science	3	54.000
Technical Subjects	24	64.542
Other	38	58.342
TOTAL	308	57.9870

clearly significant at the level (.05) previously established for the acceptance or rejection of hypotheses. The Analysis of Variance summary is given in Table 30.

TABLE 30  
RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON RELATIONSHIP  
BETWEEN MEAN PUPIL CONTROL IDEOLOGY SCORES AND  
SUBJECT TAUGHT

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	11	3724.5039	338.5911	3.0128
Within groups	296	33265.9961	112.3851	
TOTAL	307	36990.5000		

In order to determine which score(s), among the twelve mean PCI scores, caused the significant difference, the Scheffé Multiple Comparison of Means Test was employed. The result, an F-ratio with 12\* and 313 degrees of freedom, was significant at the .0007 level. This confirmed the existence of significant differences among the means and showed that these differences were mainly accounted for by the teachers of English and the teachers of Technical Subjects. The probability that the difference between the mean scores of the teachers of these two subjects occurred by chance was given as .028. Table 31 presents the probability matrix for the Scheffé Multiple Comparison of Means according to subject taught.

Further analysis was conducted by grouping subjects into disciplines. Table 32 gives the mean pupil control ideology scores by disci-

\*There were 13 groups altogether. Teachers not teaching any subject are not included in Table 31.

TABLE 31

PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON OF MEAN PUPIL  
CONTROL IDEOLOGY SCORES BY SUBJECT TAUGHT

Subject	1	2	3	4	5	6	7	8	9	10	11	12
1. Art	1.00	1.00	0.66	0.66	1.00	1.00	1.00	1.00	0.99	1.00	0.99	1.00
2. Domestic Science		1.00	0.53	0.99	1.00	1.00	1.00	1.00	0.98	0.99	0.99	1.00
3. English			1.00	0.99	0.75	0.55	0.57	0.55	0.99	1.00	0.02 <sup>a</sup>	0.68
4. Geography				1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.94	1.00
5. History					1.00	1.00	1.00	1.00	0.99	1.00	0.99	1.00
6. Languages						1.00	1.00	1.00	0.99	1.00	0.99	1.00
7. Mathematics							1.00	1.00	0.99	1.00	0.98	1.00
8. Physical Education								1.00	0.99	0.99	0.99	1.00
9. Science									1.00	1.00	0.48	0.99
10. Social Science										1.00	0.99	1.00
11. Technical Subjects											1.00	0.96
12. Other												1.00

<sup>a</sup>Significant probability



pline. It shows that teachers of Languages obtained the lowest mean score while teachers of Practical Subjects obtained the highest mean score.

TABLE 32  
MEAN PCI SCORES BY DISCIPLINE

Discipline	Number	Mean PCI Scores
Do not teach	18	55.778
Art	17	59.412
Languages (Eng. & Langs.)	69	54.841
Soc. Studies (Geog., Hist., & S. Sci.)	41	57.707
Science (Math. & Sci.)	77	57.065
Practical Subs. (D. Sci., P.E., & Tech. Subs.)	66	61.955
Other	38	58.342
TOTAL	326	57.8650

Analysis of Variance computed on the mean PCI scores according to discipline resulted in an F-ratio of 2.6909 with 6 and 319 degrees of freedom, significant at the .05 level. The Scheffé Multiple Comparison of Means Test yielded an F-ratio of 3.07 significant at the .006 level which confirmed that significant differences existed among the means and showed that Languages and Practical Subjects were the two disciplines which caused these differences. Table 33 gives the probability matrix for the Scheffé Multiple Comparison of teachers' mean PCI scores according to discipline.

A t-test of the difference between the mean PCI scores of subjects commonly referred to as "academic" (Art, English, Languages, Geography, History, Social Science, Mathematics and Science) and those termed "practical" (Domestic Science, Physical Education, Metalwork, Woodwork, Mechanics and Technical Drawing) yielded a t-value of -3.43 with 268

degrees of freedom. This result is significant at the .05 level. Table 34 gives a summary of the t-test results.

TABLE 33  
PROBABILITY MATRIX FOR THE SCHEFFE MULTIPLE COMPARISON  
OF TEACHERS' MEAN PUPIL CONTROL IDEOLOGY  
SCORES BY DISCIPLINE

Discipline	1	2	3	4	5	6	7
1. Do not teach	1.00	0.98	0.99	1.00	1.00	0.65	0.99
2. Art		1.00	0.77	0.98	0.98	0.99	0.99
3. Languages			1.00	0.97	0.93	0.01 <sup>a</sup>	0.86
4. Social Studies				1.00	1.00	0.44	0.99
5. Science					1.00	0.23	0.99
6. Practical Subjects						1.00	0.75
7. Other							1.00

<sup>a</sup>Significant probability

TABLE 34  
COMPARISON OF MEAN PCI SCORES FOR TEACHERS OF  
ACADEMIC AND PRACTICAL SUBJECTS

Subject	Number	Standard Deviation	Mean PCI Scores	t
Academic Subjects	204	10.935	56.6373	-3.43
Practical Subjects	66	11.001	61.9545	
TOTAL	270			

It was concluded therefore that teachers' pupil control ideology varies according to subject taught and that teachers of practical subjects are significantly more custodial in their attitudes toward pupil control than teachers of academic subjects.

Other Findings: Teaching Position and Years  
of Training Analysed by School

Table 35 presents the mean pupil control ideology scores for each school in the study. It shows that the teachers in H obtained the lowest mean score while D was the school in which the teachers obtained the highest mean score.

TABLE 35  
MEAN PCI SCORES BY SCHOOL

School	Number	Mean PCI Scores
A	47	58.915
B	29	60.034
C	67	57.567
D	34	61.500
E	53	57.604
F	54	57.796
G	21	54.000
H	21	52.286
TOTAL	326	57.8650

Analysis of Variance was computed on the mean PCI scores for each school. The resulting F-ratio was 1.9257 with 7 and 318 degrees of freedom. This result is not significant at the .05 level. Table 36 gives the Analysis of Variance summary.

The relationships existing between pupil control ideology and the independent variables, teaching position in the school organization and length of training, have already been tested in Chapter Four. In both

TABLE 36

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE ON MEAN PCI  
SCORES BY SCHOOL

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	7	1615.5234	230.7891	1.9257
Within groups	318	38111.4766	119.8474	
TOTAL	325	39727.0000		

cases the relationship, though in the predicted direction, was not significant. Consequently, it was felt that both of these variables deserved further analysis by individual school.

When Analysis of Variance was computed on the mean PCI scores according to teaching position (Teacher, Principal, etc.) for each school in the population, B was the only school where teachers' PCI scores varied according to hierarchical position; an F-ratio of 4.3031 was significant at the .05 level. Table 37 gives a summary of the F-ratios for each school.

TABLE 37

SUMMARY OF RELATIONSHIPS BETWEEN TEACHERS' MEAN PCI  
SCORES AND TEACHING POSITION BY SCHOOL

School	Number	F	P
A	47	0.2678	N.S.
B	29	4.3031	.025
C	66	0.5706	N.S.
D	34	0.1483	N.S.
E	53	1.7252	N.S.
F	54	1.9636	N.S.
G	20	0.0031	N.S.
H	21	0.1561	N.S.
TOTAL	324		

$\alpha = .05$

T-tests on the mean PCI scores of teachers and administrators in each school were also calculated. A summary of these t-values are given in Table 38 and it shows that B was the only school recording a significant result (-2.16) which, since it was negative, indicated that administrators in school B obtained lower pupil control ideology scores than did the teachers in that particular school. Examination of the t-values in the table indicates a trend; administrators usually obtained lower PCI scores than teachers.

TABLE 38

SUMMARY OF T-TEST RESULTS ON MEAN PCI SCORES OF  
TEACHERS AND ADMINISTRATORS BY SCHOOL

School	Number	t	P
A	47	-0.66	N.S.
B	29	-2.16	.040
C	66	-0.51	N.S.
D	34	-0.38	N.S.
E	53	-0.78	N.S.
F	54	1.30	N.S.
G	20	0.07	N.S.
H	21	-0.39	N.S.
TOTAL	324		

$$\alpha = .05$$

When the relationships between teachers' pupil control ideology and hierarchical position were examined by school, the findings were consistent with those made in Analysis I when the means of all teachers were analysed together. It was therefore concluded that the two variables are not significantly related but that there is a trend in the expected direction.

A summary of the relationships between teachers' PCI scores and

years of academic and professional training is given in Table 39. B is the only school where teachers' PCI scores varied significantly according to years of training. A calculated  $r$  of  $-0.2247$ , however, showed that there was no significant correlation between the two variables in this school.

With respect to the other seven schools, teachers' mean PCI scores and years of training were not significantly related. The correlation coefficients in all schools, though not significant, were negative indicating the existence of a slight tendency for teachers with more years of training to obtain lower scores than teachers with fewer years of training.

TABLE 39  
SUMMARY OF RELATIONSHIPS BETWEEN TEACHERS' MEAN PCI  
SCORES AND YEARS OF TRAINING

School	Number	F	P	r	P
A	47	0.5156	N.S.	-0.1570	N.S.
B	28	2.9879	.05	-0.2247	N.S.
C	67	0.8986	N.S.	-0.0800	N.S.
D	34	0.4365	N.S.	-0.0809	N.S.
E	53	0.8769	N.S.	-0.0679	N.S.
F	53	1.0416	N.S.	-0.1856	N.S.
G	20	0.6062	N.S.	-0.0575	N.S.
H	21	0.4327	N.S.	-0.1691	N.S.
TOTAL	323				

$$\alpha = .05$$

The mean PCI scores of teachers with a degree and those not having a degree were analysed by means of a t-test for each school. A summary of the t-values obtained is given in Table 40. It shows that in three schools, B, C and F, the resulting t-values were significant at the .05 level of confidence. In other words, in these three schools, teachers with degrees obtained significantly lower PCI scores than teachers without degrees. In the other

five schools the difference between the means of the two groups was not significant at the .05 level, but the negative t-values indicate a trend in the expected direction; teachers having a degree were more humanistic than teachers who did not have a degree.

TABLE 40

SUMMARY OF T-TESTS RESULTS ON MEAN PCI SCORES OF TEACHERS  
WITH A DEGREE AND THOSE WITHOUT A DEGREE

School	Number	t	P
A	47	-1.43	N.S.
B	29	-2.21	0.036
C	64	-2.49	0.016
D	34	+0.73	N.S.
E	53	0.78	N.S.
F	54	-2.09	0.042
G	19	0.10	N.S.
H	20	-0.72	N.S.
TOTAL	320		

$\alpha = .05$

Analysis of the relationships between teachers' pupil control ideology and years of training for each school yielded results consistent with those reported in Chapter Four when these relationships were tested for the teacher population as a whole.

#### Other Findings: Analysis of Items in Questionnaire

The instrument used in this study contained twenty items or statements about schools, teachers and pupils (see Appendix A) and respondents were asked to indicate their personal opinions about each statement. There were five possible answers having the values 5, 4, 3, 2, and 1 respectively.

The mean scores for each item summarized teachers' attitudes toward that particular statement. Table 41 presents the twenty items ranked according to average score. It shows that items 11, 3 and 5 obtained the lowest mean scores while items 8, 6 and 18 received the highest mean scores. The mean for all twenty items is 2.89.

Examination of the three items which received the lowest and highest mean scores showed that respondents in the study basically disagreed with or were undecided in their opinions about the following statements:

Item 11: It is more important for pupils to learn to obey rules than that they make their own decisions.

Item 3: Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.

Item 5: Teachers should consider revision of their teaching methods if these are criticised by their pupils.

On the other hand they tended to agree with the following three statements:

Item 8: It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.

Item 6: The best principals give unquestioning support to teachers in disciplining pupils.

Item 18: A pupil who destroys school material or property should be severely punished.

#### Comparisons With Other Research

The relationships between pupil control ideology and nine other school and teacher variables have been examined in this study. Some of the same relationships have been analysed by other researchers using the same research instrument, PCI Form. The findings of this study were compared with two other studies.

Terry Lee Eidell conducted a study of the pupil control ideology of professional staff members in strategically selected public elementary



TABLE 41  
ITEMS RANKED BY MEAN SCORE

Rank	Item	Mean Score
1	11	2.27
2	3	2.32
3	5	2.36
4	7	2.36
5	9	2.46
6	2	2.60
7	20	2.60
8	10	2.66
9	1	2.73
10	16	2.73
11	19	2.77
12	12	3.08
13	14	3.08
14	17	3.10
15	13	3.29
16	4	3.34
17	15	3.40
18	8	3.52
19	6	3.69
20	18	3.79

and secondary schools located in Pennsylvania and New York State.<sup>1</sup> The primary purpose of his study was the development of an instrument for the measurement of pupil control ideology (the PCI Form).<sup>2</sup> After developing the instrument he used it to test certain hypotheses about relationships existing between pupil control ideology and other variables. He also reported other general findings.

Miss Dorothy Walker, a colleague studying Educational Administration at Memorial University, is currently writing a report of a study on the differences in pupil control ideology of junior and senior student teachers at Memorial University of Newfoundland. Although the report has not been completed, Miss Walker has kindly provided the findings from her data analysis for the purpose of making comparisons. Consequently, formal reference to her work by means of footnotes is impossible at this stage.

Age and Pupil Control Ideology. For teachers in the Harlow Comprehensive Schools, analysis showed that the variation in teachers' mean PCI scores according to age in years, was not significant. It was apparent from examination of the actual scores, however, that a weak, negative correlation between pupil control ideology and age did exist. In other words, older teachers obtained slightly lower (more humanistic) scores than their younger counterparts.

Walker found that, for student teachers at Memorial University, there was a significant relationship between pupil control ideology and age. She found that older student teachers obtained lower PCI scores than

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<sup>1</sup> Eidell, op. cit., p. 11.

<sup>2</sup> Ibid., p. 10.

younger student teachers. That is, older student teachers were significantly more humanistic in their attitudes toward pupil control than were younger student teachers.

Eidell did not conduct a statistical analysis on teachers' mean PCI scores for various age levels. He obtained the means, however, and on the basis of the observed differences among them he reported that teachers' age and pupil control ideology seem to be mildly related.<sup>3</sup>

Experience and PCI. In the Harlow Study, Analysis of Variance computed on the mean PCI scores according to years of total teaching experience showed that teachers' pupil control ideology did not vary significantly with experience. Here again, examination of the actual mean scores suggested a mild, negative correlation; more experienced teachers obtained slightly lower scores than less experienced teachers.

Eidell also reported that, for the teachers in his study, pupil control ideology did not vary significantly with years of total teaching experience. He reported that observation of the mean scores suggested a trend; as experience increased, teachers' pupil control ideology became more custodialistic rather than humanistic.<sup>4</sup>

Walker found no significant relationship between the two variables but that the mean scores indicated a slight trend; more experienced student teachers obtained lower (more humanistic) scores than less experienced student teachers.

All three studies were consistent in their findings that pupil

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<sup>3</sup>Ibid., p. 61.

<sup>4</sup>Ibid., p. 57.

control ideology and experience were not significantly related, and that the actual mean scores suggested trends. In the case of Eidell's study, however, the trend was opposite to that reported in the other two studies.

Sex and PCI. No significant differences were found between the pupil control ideology of male and female teachers in the Harlow Comprehensive Schools.

Eidell obtained the mean PCI scores for male and female teachers and on the basis of these he made the following observation: "the pupil control ideology of women seems to be consistently less custodial than men. However, the difference at the secondary level would appear to be quite minimal, while at the elementary level the difference is quite marked."<sup>5</sup>

Walker\* found that female student teachers in every year and programme of educational training were significantly more humanistic in their pupil control ideology than their male counterparts.

Teaching Position and PCI. In the Harlow Study the mean PCI scores of Teachers, Deputy Heads, Headmasters (mistresses) and other administrators were analysed. The calculated F-ratios and t-values showed that there were no significant differences at the .05 level. This was confirmed by the Mann Whitney U-Test, a non-parametric test for use with small numbers. Examination of the means showed that Headmasters (mistresses) obtained the lowest PCI scores, followed by Deputy Heads, Other Administrators and Teachers in that order. Teachers obtained the highest mean PCI score. The

<sup>5</sup> Ibid., p. 61.

\*That is, on the PCI Form A only. Walker also used Form B, but it did not yield the same results for sex.

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hypothesis, "the pupil control ideology of teachers is significantly more custodial than the pupil control ideology of administrators," was rejected but the means indicated a trend in the predicted direction.

The same hypothesis concerning teachers and administrators was tested by Eidell.<sup>6</sup> He also rejected the hypothesis but reported that the mean scores were in the predicted direction.

Training and PCI. Pupil control ideology and years of academic and professional training were not significantly related for teachers in the Harlow Comprehensive Schools. It was found, however, that pupil control ideology was directly related to whether teachers had a degree or not; teachers who reported having a degree obtained significantly lower scores than those who did not have a degree.

Eidell obtained only the teachers' mean PCI scores according to years of training. On the basis of these scores he observed that, "increased preparation appears to decrease custodialism among elementary teachers. A similar increase in preparation among secondary teachers seems to affect their ideology less predictably."<sup>7</sup>

Walker found that for student teachers at Memorial University of Newfoundland, pupil control ideology was directly related to year at university. Student teachers in their fourth and fifth years were significantly more humanistic than student teachers in their first and second years.

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<sup>6</sup>Ibid., p. 54.

<sup>7</sup>Ibid., p. 62.

Marital Status and PCI. Eidell did not examine the relationship between pupil control ideology and marital status.

In both the Harlow Study and the study conducted by Walker, Analysis of Variance computed on the mean PCI scores according to marital status yielded insignificant F-ratios. It was therefore concluded in both studies that teachers' pupil control ideology and marital status were not significantly related.

The other variables in the Harlow Study, administrative experience and subject taught, were not dealt with by Eidell or Walker. Consequently, comparisons on these variables were not possible.

Table 42 gives the mean PCI scores of teachers in the three studies. The secondary teachers of Pennsylvania and New York State obtained the highest mean score, Harlow Comprehensive School Teachers were next while student teachers at Memorial, registered in the High School Programme, obtained the lowest score.

TABLE 42  
COMPARISON OF MEAN PCI SCORES BY STUDY

Harlow Comprehensive School Teachers (Harlow Study)	Secondary <sup>8</sup> Teachers Penn. & N.Y. (Eidell Study)	MUN Student Teachers (Walker Study)
57.86 (n=326)	60.95 (n=70)	52.19 (n=61)

Table 43 gives the mean PCI scores of male and female teachers in each of the three studies. In the Harlow and Eidell Studies there were no

<sup>8</sup> Ibid., p. 61.

significant differences between the mean scores of males and females. For student teachers at Memorial University, however, females obtained a significantly lower mean score than males.

TABLE 43.  
MEAN PCI SCORES FOR MALES AND  
FEMALES, BY STUDY

Sex	Harlow Comprehensive School Teachers (Harlow Study)	Secondary <sup>9</sup> Teachers Penn. & N.Y. (Eidell Study)	MUN Student Teachers (Walker Study)
Male	58.317 (n=199)	60.51 (n=36)	52.721 (n=172)
Female	58.104 (n=213)	60.24 (n=34)	50.946 (n=148)

A comparison of the mean PCI scores by age for the three studies is given in Table 44. Because the age categories differ from study to study, a valid comparison is perhaps impossible. Nevertheless, the table shows that student teachers at Memorial obtained the lowest mean scores and that older student teachers obtained a lower mean score than did younger student teachers. For Harlow Comprehensive School Teachers also, older teachers obtained a lower mean score than did the younger teachers. In Eidell's Study, however, the opposite resulted; the older teachers obtained the highest mean PCI score.

<sup>9</sup> Ibid.

TABLE 44  
MEAN PCI SCORES FOR OLDER AND YOUNGER  
TEACHERS BY STUDY

Study	Age	Number	Mean PCI Scores
Harlow	20-35	230	58.29
	36+	96	56.84
Eidell	20-39	89	57.57
	40+	99	58.88
Walker	21-35	135	50.17
	36+	11	46.72

Table 45 gives the mean PCI scores of less experienced versus more experienced teachers in each study. In both the Harlow and Walker studies, the more experienced teachers obtained more humanistic PCI scores than did teachers with less experience. The opposite was true for teachers in selected elementary and secondary schools of Pennsylvania and New York State (Eidell Study).

TABLE 45  
MEAN PCI SCORES OF LESS EXPERIENCED VERSUS MORE  
EXPERIENCED TEACHERS BY STUDY

Study	Experience	Number	Mean PCI Scores
Harlow	3 years and less	122	58.97
	More than 3 years	204	57.21
Eidell <sup>10</sup>	5 years and less	56	56.77
	More than 5 years	134	58.40
Walker	3 years and less	282	52.17
	More than three years	40	49.85

<sup>10</sup> Ibid., p. 58.



A comparison of the mean PCI scores of teachers and administrators in the Harlow and Eidell studies is presented in Table 46. It shows that administrators in both studies were more humanistic than those of teachers.

TABLE 46  
MEAN PCI SCORES OF TEACHERS AND ADMINISTRATORS  
BY STUDY

Study	Position	Number	Mean PCI Scores
Harlow	Teachers	215	58.49
	Administrators	13	52.54
Eidell <sup>11</sup>	Teachers	190	57.93
	Administrators	13	54.08

#### Summary

The relationships existing between the dependent variable, pupil control ideology, and the independent variables -- marital status, administrative experience and subject taught -- were examined first. Secondly, pupil control ideology in relation to the variables, teaching position and training, was analysed for each school in the population. Thirdly, the items in the questionnaire were analysed, and fourthly, the findings of this study were compared with those reported in two other studies on pupil control ideology by Eidell and Walker.

Marital status and years of administrative experience were found not to be related to teachers' pupil control ideology. It was found, however, that pupil control ideology varied significantly according to subject taught. Teachers of academic subjects were more humanistic in

<sup>11</sup> Ibid., p: 55.

their attitudes toward pupil control than teachers of practical subjects, such as Home Economics, Physical Education, Metalwork, Woodwork, Technical Drawing and Mechanics. These subjects usually involve the use of expensive and dangerous equipment in a workshop. The danger of physical injury to pupils and the need to care for such sophisticated equipment, may account for the more custodial attitudes of the teachers.

When analysed for each school, in the population, the hierarchical position of incumbents in the school organization and pupil control ideology were found not to be significantly related. The mean scores, however, suggested a trend; teachers tended to be more custodial than administrators. Similarly, years of training and PCI were found not to be significantly related. It was found, however, that teachers with degrees were significantly more humanistic than their counterparts who did not have a degree. It was concluded that further investigation of the relationship between teachers' pupil control attitudes and educational preparation was necessary because the above findings suggested that type of training may be more directly related to teachers' PCI than length of training.

Examination of the three items in the questionnaire which received the lowest and highest mean-scores respectively showed that respondents in the study felt that pupils should learn to make their own decisions rather than learn to obey rules; that directing sarcastic remarks toward a defiant pupil is not a good disciplinary technique; and that teachers should consider revision of their teaching methods if these are criticised by their pupils. On the other hand, they felt that pupils should learn many facts about a subject even if they have no immediate application; that a pupil who destroys school property should be severely punished; and that the best principals are those who give unquestioning support to teachers in

disciplining pupils.

A comparison was made of findings on the same variables in three separate studies of pupil control ideology: Harlow comprehensive school teachers, elementary and secondary teachers in Pennsylvania and New York State conducted by Eidell, and student teachers at Memorial University of Newfoundland, conducted by Walker. The results were as follows:

1. Age and PCI were significantly related in only one study; older student teachers at Memorial were more humanistic than younger student teachers.
2. Experience and PCI were not found to be significantly related in either study.
3. Sex and PCI were significantly related for student teachers at Memorial; female student teachers were found to be more humanistic than male student teachers. In the other two studies sex and PCI were not related.
4. Teaching position and PCI were not significantly related. In both the Harlow and Eidell studies, however, the mean scores showed that administrators obtained lower (more humanistic) PCI scores than teachers.
5. In both the Harlow and Eidell studies, years of training and PCI were not significantly related. In the Harlow study it was found that teachers having a degree were significantly more humanistic than those who did not have a degree. Walker found that student teachers in their fourth and fifth years of training were much more humanistic than teachers in their first and second years.

6. Marital status and PCI were not related in either the Harlow or Walker studies. Eidell did not deal with this variable.
7. The mean PCI scores of respondents in all three studies showed that student teachers at Memorial University were more humanistic in their pupil control attitudes than teachers in either the Harlow Comprehensive Schools or selected secondary schools of Pennsylvania and New York State. The mean scores of teachers in the latter (Eidell) study represented the most custodial attitudes of the three studies.

## CHAPTER VI

### SUMMARY AND IMPLICATIONS.

#### Introduction

This chapter is divided into two major sections. The first section summarizes the problem and purposes, the procedures of data collection and analysis, and the major findings of the study. The second section deals with some implications of the findings.

#### Statement of the Problem

The purpose of this study was to measure the attitudes of teachers toward pupil control (pupil control ideology) and to show the relationships between their attitudes and certain personal and situational factors.

Specifically, the following hypotheses were tested:

- (H<sub>1</sub>) The pupil control ideology of older teachers is significantly more custodial than the pupil control ideology of younger teachers.
- (H<sub>2</sub>) The pupil control ideology of more experienced teachers is significantly more custodial than the pupil control ideology of less experienced teachers.
- (H<sub>3</sub>) The pupil control ideology of male teachers is significantly more custodial than the pupil control ideology of female teachers.
- (H<sub>4</sub>) The pupil control ideology of teachers teaching older students is significantly more custodial than the pupil control ideology of teachers teaching younger students.
- (H<sub>5</sub>) The pupil control ideology of teachers is significantly more

custodial than the pupil control ideology of administrators.

(H<sub>6</sub>) The pupil control ideology of teachers varies with length of training.

### Procedures

The population chosen for this study consisted of all full-time and part-time personnel (excluding non-professional staff) in all eight Comprehensive Schools in Harlow, England. In order to assess teachers' pupil control ideology and to show the relationships between their ideologies and selected school and teacher variables, a four-page questionnaire (see Appendix A) was employed which presented the respondents with twenty statements about schools, teachers and pupils. They were asked to express their personal opinions about each statement by choosing one of five possible answers ranging from strongly agree to strongly disagree.

In six schools the questionnaires were administered at the beginning of a regularly scheduled faculty meeting or at a meeting of the faculty called specifically for the purpose of completing the questionnaire. In the other two schools other arrangements, requested by the Headmasters, were made. In one school the questionnaires were distributed to the teachers in their classrooms at 9:30 A.M. and collected again at noon on the same day. In the other, they were left with the Headmaster for one week and teachers visited his office in order to complete the questionnaire.

At the time of the survey, March and April, 1973, there were five hundred and three teachers working in the Harlow Comprehensive Schools.

Three hundred twenty-six of this number, or sixty-five percent, completed a questionnaire.

The data were analysed to determine the relationships existing

between the dependent variable, Pupil Control Ideology, and nine other independent school and teacher variables. First, the number and percent of respondents for each variable, or for each category within the variable, were calculated. Secondly, Cross-tabulations and Chi Square Analyses were used to relate the background variables. Thirdly, the school and teacher variables (personal and situational factors) were related to teachers' pupil control ideology by means of Analysis of Variance, t-tests, Scheffé Multiple Comparison of Means Test and the Pearson Product-Moment Correlation Coefficient. Control over interference by other variables was maintained by Partial Correlation and Covariance. Fourthly, the items on the questionnaire were analysed, and finally, comparisons were made with findings reported in other research.

#### Major Findings

1. Age and teachers' pupil control ideology were not significantly related. Examination of the mean PCI scores according to age suggested a weak relationship in the opposite direction to that hypothesized; older teachers were slightly more humanistic than younger teachers.
2. Total teaching experience and teachers' pupil control ideology were not significantly related. Examination of the mean PCI scores according to years of experience indicated a weak relationship in the opposite direction to that hypothesized; more experienced teachers were slightly more humanistic than less experienced teachers.
3. Sex and teachers' pupil control ideology were not significantly related.
4. The age level of students taught and teachers' pupil control ideology were not significantly related.

5. Hierarchical position in the school and teachers' pupil control ideology were not significantly related. The mean scores, however, indicated a trend in the predicted direction; teachers were more custodial than administrators.

6. Length of academic and professional training and teachers' pupil control ideology were not significantly related. Examination of the mean PCI scores, however, suggested a trend in the predicted direction; teachers with more years of training were less custodial than teachers with fewer years of training.

When the mean scores of teachers with a degree were compared with the means of teachers reporting no degree, the former were significantly more humanistic than the latter.

It was concluded that the relationship between teachers' pupil control ideology and educational preparation remains unclear and deserves further research. The results obtained indicated that type of training may be more closely related to pupil control ideology than length of training.

7. Marital status and teachers' pupil control ideology were not significantly related.

8. Years of administrative experience and teachers' pupil control ideology were not significantly related.

9. Subject taught and teachers' pupil control ideology were significantly related. Teachers of English were significantly more humanistic in their pupil control attitudes than teachers of Technical Subjects.

[Significant differences were also found among the pupil control ideologies of teachers in the different disciplines considered: Art, Social Studies, Science, and Technical Subjects.

When subjects were grouped into "academic" and "practical" cate-



gories; teachers of practical subjects were significantly more custodial than were teachers of academic subjects.

The research instrument, Form PCI, has been used in a number of other studies on teachers' pupil control ideology. The findings of this study were compared with findings reported in two such studies: a study conducted by Eidell on teachers in selected public elementary and secondary schools located in Pennsylvania and New York State,<sup>1</sup> and a study of the control attitudes of student teachers at Memorial University of Newfoundland carried out by Miss Dorothy Walker.

The comparative findings of the three studies were as follows:

1. Age and pupil control ideology were significantly related for student teachers only. Walker found that older student teachers at Memorial University were significantly more humanistic than younger student teachers, and that this was true for student teachers in all programs: Primary, Elementary and High School.
2. Experience and teachers' pupil control ideology were not significantly related in either of the three studies.
3. Sex and teachers' pupil control ideology were significantly related for student teachers only. Walker found that female student teachers at Memorial University were significantly more humanistic than male student teachers.\*
4. Hierarchical position in the school and teacher incumbents'

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<sup>1</sup>Ibid., p. 11.

\*Walker used both PCI Form A and PCI Form B. PCI Form A is the same instrument as that used in both the Harlow and Eidell studies. Number 3 refers only to Form A.

pupil control ideology were not significantly related in either the Harlow or Eidell studies. Walker did not deal with this variable.

5. Years of training and pupil control ideology were significantly related for student teachers only. Walker found that, at Memorial University, student teachers in their fourth and fifth years were significantly more humanistic than student teachers in their first and second years.

6. Marital status and teachers' pupil control ideology were not significantly related in either study.

7. The mean PCI scores of respondents in all three studies showed that student teachers at Memorial University were more humanistic in their pupil control attitudes than teachers in either the Harlow Comprehensive Schools or selected secondary schools of Pennsylvania and New York State. The mean scores of teachers in the latter (Eidell) study represented the most custodial attitudes of the three studies.

#### General Implications

1. The factors which are related to teachers' pupil control ideology may vary from culture to culture.

2. Other factors not yet examined may account for the range in respondents' PCI scores (from 25 to 87). Such factors as individual personality, influence of the home environment while growing up, and cultural expectations for teachers, may be more closely related to teachers' pupil control ideology than age, sex, etc.; the factors that were considered in this study.

3. For older, more experienced teachers, control behavior may more closely parallel pupil control ideology than for younger, less experienced teachers.

This seems reasonable in view of the frustration and confusion experienced by new, and more particularly young, teachers during their early years of teaching. The pressures exerted within the school system by pupils themselves, by other teachers and by the administration as well as pressures from outside the school, especially from parents, force teachers to exhibit control behavior that may be contradictory to the ideal images and practices focused on at college. The result is frustration and a confused set of opinions and beliefs relative to pupil control. Consequently, it seems reasonable that personal ideology does not closely govern behavior at this point.

Furthermore, it also seems reasonable that the evolution and stabilization of a personal ideology happens gradually as a result of considerable practice in addition to pre-service training. In other words, the development of a pupil control ideology that serves as a guide to behavior may take considerable time in terms of both training and experience.

4. The attitudes toward pupil control encouraged at university are presumed to be representative of the pupil control behavior desired in today's schools. It seems reasonable, therefore, that student teachers should not be indiscriminately placed in the field to do their practice teaching.

5. Educators are currently calling for substantial changes in secondary education in Newfoundland, both in what is taught and how it is taught. Some of the proposals for change include, among others, new types of curricula, new skills, a warm and friendly atmosphere, opportunities for greater student involvement and more opportunities for independent student

activity.<sup>2</sup> To effect such changes the teacher required may best be described in terms of some of his/her functions: a guide, a motivator, a director, a catalyst and a listener rather than just a teacher. Such characteristics certainly suggest a more humanistic orientation toward pupils. Therefore, it is necessary that teachers' orientation toward students, especially with respect to control, be given much consideration and attention by those responsible for preparing teachers for future service.

#### Implications for Training and Practice

1. Length of training is perhaps not as important as type of training in terms of influence on teachers' pupil control ideology.
2. The effectiveness of teacher training programs in effecting changes in the school system, particularly with respect to pupil control, may be impeded by the indiscriminate placement of teachers in the field to do their practice teaching.
3. Teachers' control ideology may vary in relation to the degree of responsibility placed upon them, by parents and school administrators; for the physical safety of pupils and the protection of valuable instructional equipment.
4. In staffing a school espousing a particular philosophy relevant to pupils and pupil control, it may be more important to look for teachers with pupil control attitudes congruent with the school's philosophy, than to emphasize such factors as age and experience.

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<sup>2</sup>P. J. Warren, Quality and Equality in Secondary Education in Newfoundland (St. John's: Memorial University of Newfoundland, 1973), pp. 366-369.

### Implications for Further Research

1. Factors which are related to teachers' pupil control ideology apparently differ from culture to culture. The relationships between teachers' pupil control ideology and the personal and situational factors considered in this study should be investigated in Canada.

2. It is assumed that pupil control ideology has considerable influence upon behavior in a free situation. It is recognized, however, that in bureaucratic organizations like the school, pressures to conform to established roles and expectations may prevent congruency between ideology and performance. Two pertinent questions that need investigation are: (1) Does the degree to which ideology parallels behavior change? and (2) If change occurs, what factors cause it?

3. The relationships between teachers' pupil control ideology and training requires further clarification. A relevant question in this regard is, "What is the relationship between PCI and type of pre-service training?"

4. The attitudes of Vocational School teachers are likely to be more custodial than those of High School teachers. If the integration of vocational and high school programmes materialize in this province, what control problems can be expected when pupils are involved with both institutions?

5. Further clarification of the relationship between teachers' pupil control ideology and hierarchical position in the school is necessary. Because of the small numbers of Headmasters (mistresses) and Deputy Heads in this study, the relationship between the two variables remains unclear.

6. The pupil control ideology of administrators may influence the ideology and behavior of teachers. Is this so?

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## APPENDICES

APPENDIX A

PERSONAL DATA SHEET AND PUPIL

CONTROL IDEOLOGY FORM

## SECTION A

(Please do not identify yourself by name or school)

- 101



7. What is your present position in the school?

- ( ) Teacher ( ) Vice-Principal  
(Assistant Headmaster)
- ( ) Principal ( ) Other (specify)  
(Headmaster)

8. How many years of experience have you had in an administrative position?  
(Refers to: Principalship (Headmaster), Vice-Principalship (Assistant Headmaster), Department Head)

- ( ) less than one year    ( ) one year    ( ) two years, or more  
( ) three years    ( ) 4-10 years    ( ) 11-20 years  
( ) over 20 years

9. How many years, beyond secondary school, have you spent in preparation for teaching including academic preparation and professional training?

## PUPIL CONTROL IDEOLOGY FORM

The following are twenty statements about schools, teachers, and pupils. Read each statement carefully. Please indicate your personal opinion about each statement by drawing a circle around one of the five letters to the right of each statement to show the answer you have selected.

- A = strongly agree  
 B = agree  
 C = undecided  
 D = disagree  
 E = strongly disagree

Mark your answers as shown in the example below:

Using the strap on disobedient children teaches them to respect authority.

A (B) C D E

- |                                                                                                                  |               |
|------------------------------------------------------------------------------------------------------------------|---------------|
| 1. It is desirable to require pupils to sit in assigned seats during assemblies.                                 | 1. A B C D E  |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.                           | 2. A B C D E  |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.                          | 3. A B C D E  |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils.                        | 4. A B C D E  |
| 5. Teachers should consider revision of their teaching methods if these are criticised by their pupils.          | 5. A B C D E  |
| 6. The best principals give unquestioning support to teachers in disciplining pupils.                            | 6. A B C D E  |
| 7. Pupils should not be permitted to contradict the statements of a teacher in class.                            | 7. A B C D E  |
| 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | 8. A B C D E  |
| 9. Too much pupil time is spent on guidance and activities and too little on academic preparation.               | 9. A B C D E  |
| 10. Being friendly with pupils often leads them to become too familiar.                                          | 10. A B C D E |

- |                                                                                                          |               |
|----------------------------------------------------------------------------------------------------------|---------------|
| 11. It is more important for pupils to learn to obey rules than that they make their own decisions.      | 11. A B C D E |
| 12. Student governments are a good "safety valve" but should not have much influence on school policy.   | 12. A B C D E |
| 13. Pupils can be trusted to work together without supervision.                                          | 13. A B C D E |
| 14. If a pupil uses obscene or profane language in school it must be considered a moral offence.         | 14. A B C D E |
| 15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | 15. A B C D E |
| 16. A few pupils are just hoodlums and should be treated accordingly.                                    | 16. A B C D E |
| 17. It is often necessary to remind pupils that their status in school differs from that of teachers.    | 17. A B C D E |
| 18. A pupil who destroys school material or property should be severely punished.                        | 18. A B C D E |
| 19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.                | 19. A B C D E |
| 20. Pupils often misbehave in order to make the teacher look bad.                                        | 20. A B C D E |

APPENDIX B

INTRODUCTION TO PCI FORM

(Read to respondents prior to completion of the questionnaire)

# INTRODUCTION TO QUESTIONNAIRE

The questionnaire before you is part of a study of secondary schools. Its purpose is to explore some teacher attitudes toward pupils.

The information which you will provide will be used solely for research purposes. Your responses will be treated in the strictest professional confidence at all times. At no time will your name be identified in any report or publication.

Thank you sincerely for your thoughtful attention and assistance.





